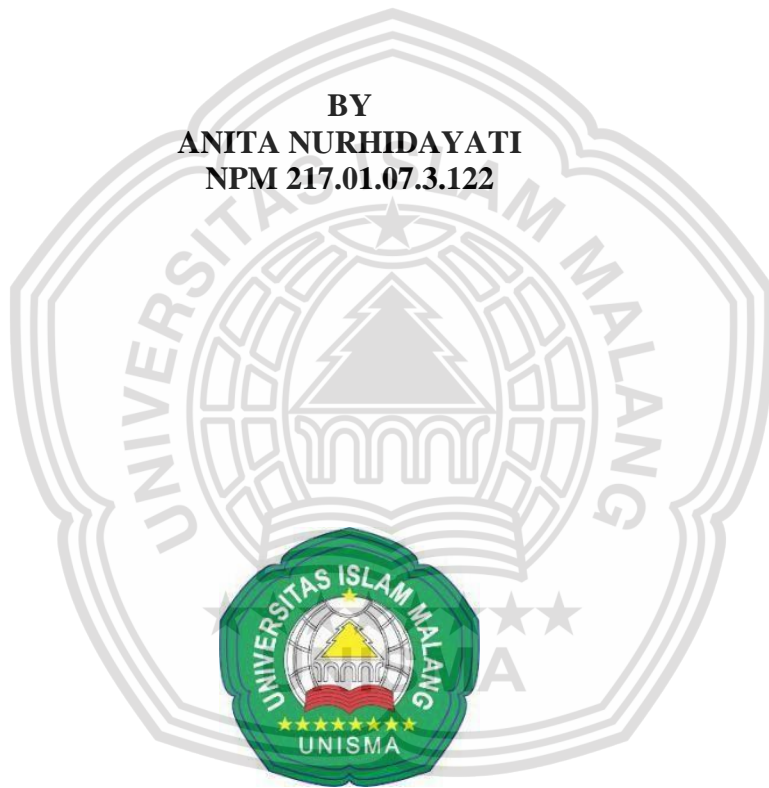




**THE ENGLISH STUDENTS' PERCEPTIONS OF ONLINE READING
COMPREHENSION CLASS**

SKRIPSI

**BY
ANITA NURHIDAYATI
NPM 217.01.07.3.122**



**UNIVERSITY OF ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
JULY, 2023**

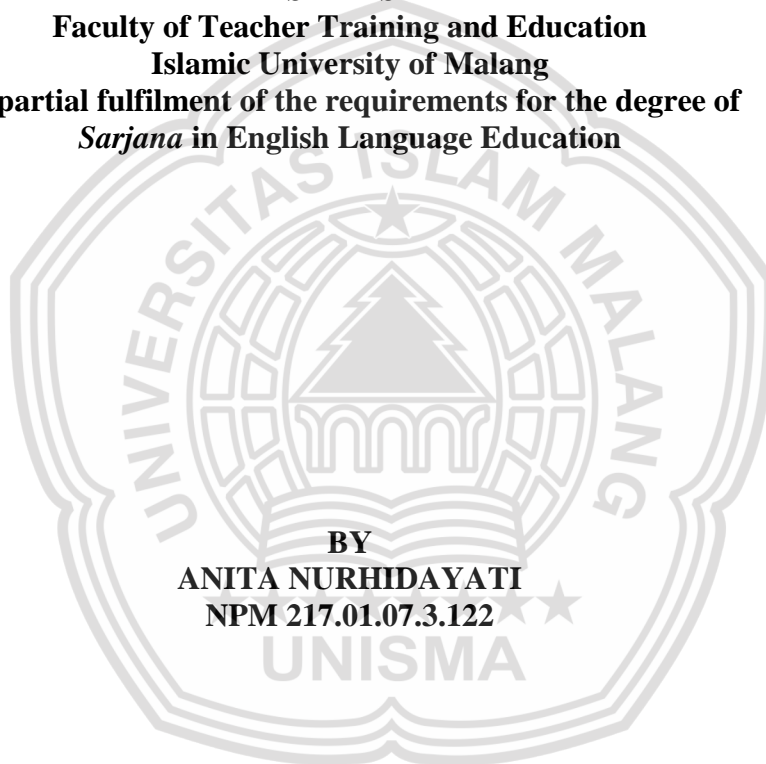


**THE ENGLISH STUDENTS' PERCEPTIONS OF ONLINE READING
COMPREHENSION CLASS**

SKRIPSI

**Faculty of Teacher Training and Education
Islamic University of Malang**

**In partial fulfilment of the requirements for the degree of
Sarjana in English Language Education**



BY

ANITA NURHIDAYATI

NPM 217.01.07.3.122 ★★

UNISMA

**UNIVERSITY OF ISLAM MALANG
FACULTY OF TEACHER AND TRAINING EDUCATION
ENGLISH EDUCATION DEPARTMENT
JULY, 2023**

ABSTRAK

Nurhidayati, Anita. 2023. *The English Students' Perceptions of Online Reading Comprehension Class. Skripsi*, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Dr. Hamiddin, S.Pd, M.Pd. Advisor II; Henny Rahmawati S.Pd, S.S, M.Pd.

Kata kunci: Persepsi, Pemahaman membaca daring

Peneliti telah menyelidiki bagaimana siswa sekolah menengah pertama, khususnya siswa kelas delapan, mempersepsikan pemahaman membaca daring mereka. Pemahaman membaca daring merupakan salah satu faktor yang dapat memengaruhi siswa dalam membaca teks-teks yang tersedia secara online. Jika siswa tidak memahami teks daring, mereka akan merasa membaca daring menjadi kegiatan yang membosankan, sehingga proses mendapatkan informasi terhambat. Persepsi siswa sangat diperlukan untuk mengevaluasi pemahaman membaca daring dan perlu dikembangkan oleh para guru agar hambatan-hambatan yang ditemukan sebelumnya dapat digantikan dengan pilihan-pilihan lain yang lebih efektif dalam membantu pemahaman membaca siswa.

Penelitian ini bertujuan untuk menentukan persepsi siswa di SMP Islam Soerjo Alam tentang pemahaman membaca daring. Desain penelitian dengan pendekatan deskriptif kualitatif digunakan dalam penelitian ini. Partisipan dalam penelitian ini adalah 35 siswa kelas delapan. Kuesioner yang diadaptasi dari Yogurtcu (2013), Tseng (2010), dan Torres (2017) digunakan sebagai instrumen pengumpulan data. Kuesioner terdiri dari 30 pertanyaan tentang persepsi siswa terhadap pemahaman membaca daring. Dalam penelitian ini, Google Form digunakan sebagai platform digital untuk mengumpulkan data, dan hasilnya berupa persentase digunakan untuk menganalisis data.

Temuan penelitian ini menunjukkan bahwa membaca daring dapat meningkatkan pemahaman membaca siswa selama pembelajaran daring. Sebanyak 82,9% siswa merasa antusias terhadap teknologi yang tersedia saat membaca daring, yang sesuai dengan temuan Zidat et al., (2011) bahwa aplikasi berbasis web membantu siswa dalam meningkatkan pemahaman membaca. Selanjutnya, sebanyak 77,1% siswa setuju bahwa membaca daring dapat meningkatkan kemampuan penerjemahan daring mereka, yang sesuai dengan temuan Hazaea et al. (2016) bahwa penggunaan terjemahan daring berdampak signifikan pada kemampuan membaca siswa melalui ponsel. Namun, ada beberapa kelemahan yang dirasakan siswa saat membaca daring, yaitu gangguan perangkat dan sinyal jaringan, yang 71,4% siswa setuju, yang sesuai dengan temuan Mudra (2020) bahwa konten materi digital daring sulit diakses, mahal, dan sinyal yang lemah menjadi hambatan dalam pembelajaran daring.

Peneliti berharap bahwa para guru dapat menggunakan pemahaman membaca daring untuk menilai kemajuan siswa dengan beradaptasi dengan era digital saat ini. Para guru harus memperhatikan kebutuhan terkait teknologi, seperti ketersediaan dan keterjangkauan fasilitas yang harus disiapkan siswa sebelum terlibat dalam aktivitas membaca daring. Peneliti masa depan sebaiknya menggunakan instrumen atau teknik



analisis lain, seperti mengamati dan mewawancarai siswa, atau menggunakan metode gabungan untuk mendapatkan hasil yang berbeda.



ABSTRACT

Nurhidayati, Anita. 2023. *The English Students' Perceptions of Online Reading Comprehension Class. Skripsi*, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Dr. Hamiddin, S.Pd, M.Pd. Advisor II; Henny Rahmawati S.Pd, S.S, M.Pd.

Key words: Perception, Online Reading Comprehension

Online reading comprehension is one of the factors that can affect students' reading of texts available online. Students who do not understand their online texts will feel that reading online is a boring activity, so the process of getting information is hampered. Students' perceptions are needed to evaluate online reading and to be developed by teachers so that the obstacles that have been found previously can be replaced with other options that are more effective in helping students in reading comprehension.

This study aims to determine the perceptions of students in SMP Islam Soerjo Alam about online reading comprehension. Research design with a qualitative descriptive approach was used in this study. The participants of this study were 35 eighth-grade students. A questionnaire adapted from Yogurtcu (2013), Tseng (2010), and Torres (2017) was used as the data collection instrument. The questionnaire consisted of 30 questions about students' perceptions of online reading comprehension. In this study, Google Form was used as a digital platform to collect the data, and the results in the form of percentages were used to analyze the data.

The findings of this study indicate that online reading can improve students' reading comprehension during online learning. A total of 82.9% of students were excited about the technology available when reading online, which is in line with the findings of Zidat et al., (2011) that web-based applications help students in improving reading comprehension. Next, a total of 77.1% of students agreed that online reading can improve their online translation, which is in line with Hazaea et al, (2016) findings that the use of online translation has a significant impact on students' reading ability via mobile phones. However, there are drawbacks that students feel when reading online, namely device interference and network signals, which 71.4% of students agreed, which is in line with Mudra (2020) that online digital material content is difficult to access, expensive, and weak signals are obstacles to online learning.

The researcher hopes that teachers can use online reading comprehension to assess students' progress by adapting to the current digital age. Teachers should pay attention to technology-related needs, such as the availability and affordability of facilities that students should prepare before engaging in online reading activities. Future researchers should use other instruments or analysis techniques, such as observing and interviewing students, or use mixed methods to obtain different results.

CHAPTER I

INTRODUCTION

In this chapter, there are six things that will be explained, namely 1) background of the study, 2) problem of the study, 3) objective of the study, 4) significance of the study, 5) scope and limitation of the study, and 6) definition of terms.

1.1 Background of The Study

English is a required subject in Indonesian junior and senior high schools. English is a global language that is widely spoken in many countries. As a result, learning English is critical for many people. According to Erwinda et al., (2021), there are several factors for success when learning English, such as vocabulary mastery and the wise application of language knowledge because there are four primary skills in language: speaking, listening, writing, and reading.

Reading is one of the four necessary elements of English learning ability for students to gain to learn something. Students can easily get information by reading. By reading, humans can face everyday life (Barden, 2009, as cited by Kaiser et al., 2010). Reading is indispensable when shopping, eating out, and engaging in educational activities such as reading books and newspapers. That way, reading is needed by all inhabitants of the earth.

Students read more than just writing when they read. Reading comprehension is required for students to be capable to extract information from the text they read. According to Grabe (2009, as cited by Liman Kaban & Karadeniz, 2021), reading comprehension is one of the essential skills that students

learning a foreign language must have. Reading comprehension is the ability to process text, understand its meaning, and integrate it with prior knowledge. According to McGeown et al., (2015), learners will continue to achieve significant progress in other language skills after improving their reading skills. If students improve their reading comprehension, they will be capable of comprehending more effortlessly.

However, covid-19 has altered the entire order of the universe, including education. All activities involving a large number of people in one room have been postponed due to a World Health Organization (WHO) order not to crowd and encourage people to do activities in their respective homes. Teaching and learning activities that are typically from the classroom must replace with teaching and learning activities from home. As stated in Circular Letter Number 4 of 2020 concerning the implementation of education in a state of emergency with the corona virus, released by the Minister of Education and Culture, Nadiem Anwar Makarim, online learning is carried out to create relevant learning experiences. As a result, the Minister of Education and Culture has chosen online learning as the only option for carrying out teaching and learning activities during the Covid-19 situation.

Online learning has existed since the invention of technology and the internet, which were created by humans alongside the passage of time. According to (Singh & Thurman, 2019), the term "online learning" was first used in 1995, during the development of the Learning Management System (LMS). Online learning is a method of teaching and learning that makes use of the internet and digital media to deliver information. Devices and quotas from both parties (students

and teachers) are required for online learning to take place. Several applications, such as Google Classroom, Google Meet, Zoom, and WhatsApp, are used for online learning. In online reading comprehension, students can read material created by their teacher using digital media such as PowerPoint or PDF. Several of these applications allow teachers to distribute online material.

Teachers and students have become accustomed to limited teaching and learning activities as a result of the implementation of online learning in recent years. Students' reading habits have evolved in tandem with the advancement of technology and the use of online media. Today's students read more frequently using online media because it provides more information and a new, more enjoyable reading experience. Students prefer to read online rather than on printed paper for several reasons, including cost savings and convenience (Gómez Flórez et al., 2012). As a result, the teacher must understand students' perceptions of online reading comprehension to improve students' online reading comprehension.

Perception, according to Suprpto Arifin et al., (2017), is the process of giving meaning to and interpreting stimuli and sensations received by individuals, and it is heavily influenced by both internal and external factors. As a result, student perceptions can be defined as students' interpretations, assessments, or opinions of an object that occurs in their environment. If students have a positive perception of an object, it will influence their willingness to like the aim. According to Aceh Tarmiji et al., (2016), perception has an order for a teacher; thus, the lessons delivered must be arranged in a better instruct. As a result, students' perceptions of online reading comprehension are necessary for the learning process because

knowing this can help teachers find strategies, methods, and styles to solve problems that students face.

The researchers discovered that reading comprehension was still a problem among the eighth-grade students at SMP Islam Soerjo Alam. The students acknowledged that they were still having trouble comprehending the reading text. Additionally, students' reading comprehension exercises are impacted by their internet connection. The features of it perform sub optimally if the internet connection is lost, which can impede the students' ability to comprehend what they are reading.

The principal and teachers at the Soerjo Alam Islamic Junior High School accepted the research activities to be conducted there, the students at the school could be invited to collaborate, and no researcher had previously looked into students' perceptions of online reading comprehension at that school. These factors led the researchers to choose the school.

The researchers sought to conduct a study titled "The English Students' Perceptions of Online Reading Comprehension Class" based on the description provided above.

1.2 Problem of The Study

The study problem that rises on this study is a question which is “What is the perceptions of English students regarding the online reading comprehension class in the eighth grade of SMP Islam Soerjo Alam?”

1.3 Objective of The Study

Based on the research problems, the purpose of the study is to find out the perceptions of English students regarding the online reading comprehension class in the eighth grade of SMP Islam Soerjo Alam.

1.4 Significance of the Study

The significance of this research about English students' perception is expected to have several advantages, both theoretically and practically. Theoretically, this research is expected to give benefit, support and contribute the theory previously associated with reading comprehension using Online learning. In addition, this research can also be used as material for the development and reading comprehension using online learning.

Practically, this study had some significant parts. For students, it is intended that the study would be useful to students. Students can discover ways to develop their reading abilities. For English teachers, it is desired those teachers would develop engaging and efficient reading instruction methods so that students will like learning and not become disinterested easily. For further researcher, it is anticipated that this research will offer resources or data that can be used to develop future research. The researcher expects that other researchers will be able to assess, edit, amend, or recreate this study and write more studies for various levels and objectives.

1.5 The Scope and Limitation of The Study

This study focuses on factors related to English students' perception in online reading comprehension at eighth grade of SMP Islam Soerjo Alam. This study utilized two 35-student VIII A and VIII B classes that were performed online.

The questionnaire used in this study was modified from work done previously by Yogurtcu (2013), Tseng (2015), and Torres (2017). There are certain restrictions on this study that ought to be addressed in follow-up investigations. Here, the researcher's ability to collect data is constrained by the participants in the study's erratic internet connections.

1.6 Definition of Key Terms

The definition of key terms is meant to minimize misunderstanding and ambiguity in this research. Several terms need to be defined in this research that needs to be identified.

1. *Students' Perception* is student beliefs or opinions regarding reading comprehension class through online learning.
2. *Online Reading Comprehension* is an activity that performs a complex task that involves recognizing, understanding, analyzing, and interpreting narrative texts done through online tools, this context Google Classroom is the platform used provided by teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

The research in this chapter describes the research's conclusion and suggestions for future researchers who want to expand on this research.

5.1 Conclusion

The goal of this study was to find out what students thought about their online reading comprehension learning. The descriptive statistical method was used in the research. The research was carried out at SMP Islam Soerjo Alam. Thirty-five eighth-grade students were chosen as participants. The research instrument was adapted from Yogurtcu (2013), Tseng (2015), and Torres (2017) in the form of a questionnaire about the influencing factors that contribute to online reading comprehension, online reading activities that support reading comprehension, and student's benefits and difficulties of online reading.

Based on the findings, the researcher aims to elucidate the conclusions derived from the discussed data. The data suggests that students hold favorable views towards online reading comprehension due to the utilization of advanced technology, which generates satisfaction and novel experiences in online reading. Moreover, online reading comprehension offers benefits, such as the opportunity to enhance skills through the utilization of translation tools. By leveraging the various features of these tools, students can improve their reading comprehension. However, challenges arise when students engage in online reading, primarily stemming from tool interference within the digital platform and unreliable internet connectivity. Proficiency in navigating the digital platform is a prerequisite for

effective reading comprehension, while remote areas may encounter difficulties in accessing strong internet signals.

5.2 Suggestion

Based on the findings of this study, researchers have made some suggestions for teachers, students, and future researchers who may be able to assist them in overcoming this problem.

For teachers, English teachers may be able to use online reading comprehension to assess their students' reading progress while keeping up with the times. To be able to use online reading, teachers should be aware of the availability and affordability of the facilities available to all students for online reading preparation.

For students, students can take advantage of the advantages discovered by this research and try to find solutions to the difficulties discovered by this research with the assistance of teachers.

For future researchers, this research can be carried out with some preparation using other better instrument, using other analytical techniques such as observation, interviewing students to find out their perceptions, or using mixed methods to obtain different research results.

REFERENCES

- Aceh Tarmiji, B., Nasir Basyah, M., & Yunus, M. (2016). Persepsi Siswa Terhadap Kesiapan Guru dalam Proses Pembelajaran (Studi Pada SMP Negeri 18). *Jurnal Ilmiah Mahasiswa Pendidikan Kewarganegaraan Unsyiah*, 1(1).
- Albashtawi, A., & Al Bataineh, K. (2020). The effectiveness of google classroom among EFL students in Jordan: An innovative teaching and learning online platform. *International Journal of Emerging Technologies in Learning (iJET)*, 15(11), 78-88.
- Antoni, N. (2010). Exploring EFL Teachers' Strategies in Teaching Reading Comprehension. *Jurnal Penelitian Pendidikan*, 11(2), 39–51.
- Arifin, H. S., Fuady, I., & Kuswarno, E. (2017). Factor Analysis That Effect University Student Perception in Untirta About Existence of Region Regulation in Serang City. *Jurnal Penelitian Komunikasi Dan Opini Publik*, 21(1).
- Bai, B., & Yuan, R. (2018). EFL Teachers' Beliefs and Practices About Pronunciation Teaching. *ELT Journal*, 73(2), 134–143.
- Barden, O. (2009). From “Acting Reading” to Reading for Acting: A Case Study of the Transformational Power of Reading. *Journal of Adolescent & Adult Literacy*, 53(4), 293–302.
- Basilaia, G., Dgebuadze, M., Kantaria, M., & Chokhanelidze, G. (2020). Replacing the classic learning form at universities as an immediate response to the COVID-19 virus infection in Georgia. *International Journal for Research in Applied Science and Engineering Technology*, 8(3), 101-108.
- Bimo, Walgito. (2010). *Pengantar Psikologi Umum*. Yogyakarta: C.V Andi.
- Biro Kerja Sama dan Hubungan Masyarakat. (2020). *Sikapi COVID-19 Kemendikbud Terbitkan Dua Surat Edaran*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Chen, Y., & Hoshower, L. B. (2003). Student Evaluation of Teaching Effectiveness: An Assessment of Student Perception and Motivation. *Assessment and Evaluation in Higher Education*, 28(1), 71–88.
- Coiro, J. (2011). Predicting Reading Comprehension on the Internet: Contributions of Offline Reading Skills, Online Reading Skills, and Prior Knowledge. *Journal of Literacy Research*, 43(4), 352–392.



- Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.
- Erwinda, F. Y., Ashari, A., Wardani, E., & Kariad, M. T. (2021). Improving Students' Reading Comprehension Through Internet-Sourced Reading Materials as English Teaching Media. *JELLE: Journal of English Literature, Linguistics, and Education*, 2(2).
- Gómez Flórez, É., Pineda, J. E., & Marín García, N. (2012). EFL students' perceptions about a web-based English reading comprehension course. *Profile Issues in Teachers Professional Development*, 14(2), 113-129.
- Ginting, D., Fahmi, Barella, Y., Linarsih, A., & Hamdani, B. (2021). Foreign Language Students Voices on Blended Learning and Fully Online Classes During the COVID-19 Pandemic. *World Journal of English Language*, 11(2), 62–70.
- F. M. Hafiz, Ian Tudor. (1989). Extensive reading and the development of language skills. *ELT Journal*, 43(1), 4–13.
- Harmer, Jeremy. (2007). *The Practice of English Language Teaching* 4rd Edition. London: Pearson Longman.
- Handayani, M. (2020). Persepsi Siswa Tentang Manifestasi Tugas-Tugas Perkembangan Remaja Siswa Kelas XI SMA Negeri 11 Samarinda. *Al-Din: Jurnal Dakwah dan Sosial Keagamaan*, 5(1), 101-117.
- Hazaea, A. N., & Alzubi, A. A. (2016). The Effectiveness of Using Mobile on EFL Learners' Reading Practices in Najran University. *English Language Teaching*, 9(5), 8.
- Hedge, T. (2001). *Teaching and learning in the language classroom* (Vol. 106). Oxford, UK: Oxford university press.
- Jalaludin, Rakhmat. (2007). *Persepsi Dalam Proses Belajar Mengajar*. Jakarta: Rajawali Pers.
- Lee, J. S., & Drajadi, N. A. (2019). English as an international language beyond the ELT classroom. *ELT Journal*, 73(4), 419–427.
- Liman Kaban, A., & Karadeniz, S. (2021). Children's Reading Comprehension and Motivation on Screen Versus on Paper. *SAGE Open*, 11(1).
- Madya, S. (2002). Developing Standards for EFL in Indonesia as Part of the EFL Teaching Reform. *TEFLIN Journal*, 13(2), 142–151.
- McGeown, S. P., Duncan, L. G., Griffiths, Y. M., & Stothard, S. E. (2015). Exploring the relationship between adolescent's reading skills, reading

motivation and reading habits. *Reading and Writing*, 28(4), 545–569.

Moleong, L. J. (2010). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.

Muchtar, N. (2019). Intensive and Extensive Reading in Improving Teaching Reading Comprehension. *Journal of English Teaching Studies* 1(2).

Mudra, H. (2020). Digital Literacy Among Young Learners: How Do EFL Teachers and Learners View Its Benefits and Barriers?. *Teaching English with Technology* 20(3).

Nurbaidah, N. (2021). An Analysis of Students' Motivation Using Google Classroom in Learning Reading Comprehension (A Study at the First Grade Students of Institut Pendidikan Tapanuli Selatan in 2020/2021 Academic Year). *Jurnal Education and Development* 9(2), 446-450.

Nuttal, C. (1982). *Teaching Reading Skill in a Foreign Language*. London: Heinemann Educational Books.

Ortlieb, E. (2014). *Theoretical models of learning and literacy development*. Emerald Group Publishing.

Pourhosein, G. A., & Sabouri, N. B. (2016). A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement. *International Journal of English Linguistics*, 6(5), 180.

Purnomo, T., Ismiyati, Y., & Munawwaroh, K. (2021). Students' Perceptions in Online Learning toward Reading Comprehension at Tenth Grade of SMA Negeri. *Journal of English Language Teaching* 5(2).

Singh, V., & Thurman, A. (2019). How Many Ways Can We Define Online Learning? A Systematic Literature Review of Definitions of Online Learning (1988-2018). *American Journal of Distance Education* 33(4), 289–306.

Torres, D. B. (2017). Effectiveness and students' perception of the use of pre-reading strategies and summaries: A case study of adult EFL students in a reading comprehension course. *Revista de Lenguas Modernas*, (27).

Tseng, M.-C. (2010). Factors That Influence Online Reading: An Investigation into EFL Students' Perceptions. *The Reading Matrix* 10(1).

Untari, M. B. (2020). Learners' Perception on Their Online Reading Comprehension at English Education Department. *Penelitian, Pendidikan, dan Pembelajaran Journal* 15(28).



Waring, Rob. (2011). Extensive reading in English language teaching. *Innovation and Creativity in ELT Methodology*, 69-80.

Yoğurtçu, K. (2013). The Impact of Self-efficacy Perception on Reading Comprehension on Academic Achievement. *Procedia - Social and Behavioral Sciences*, 70, 375–386.

Zidat, S., & Djoudi, M. (2011). Web Based Application for Reading Comprehension Skills. *IJCSI International Journal of Computer Science Issues*, 8(1).

