LEARNERS' PERCEPTION ON THEIR ONLINE READING COMPREHENSION LEARNING AT THE ENGLISH EDUCATION DEPARTMENT OF UNIVERSITY OF ISLAM MALANG

SKRIPSI

BY

MAZKHINA BERLIAN UNTARI

NPM. 216701073038

UNIVERSITY OF ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

2020

LEARNERS' PERCEPTION ON THEIR ONLINE READING COMPREHENSION LEARNING AT THE ENGLISH EDUCATION DEPARTMENT OF UNIVERSITY OF ISLAM MALANG

SKRIPSI

Presented to

Faculty of Teacher Training and Education

University of Islam Malang

in partial fulfillment of the requirements for the degree of

***Sarjana* in English Education Department**

BY

MAZKHINA BERLIAN UNTARI

NPM 216701073038

UNIVERSITY OF ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

2020

ABSTRAK

Untari, Mazkhina Berlian. 2020. Persepsi Peserta Didik terhadap Pembelajaran Pemahaman Membaca Online di Jurusan Pendidikan Bahasa Inggris Universitas Islam Malang. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Malang. Pembimbing: (I) Drs. Yahya Alaydrus M. Pd (II) Dzurriyyatun Ni'mah, S.S., M. Pd.

Kata Kunci : Persepsi, Pemahaman Membaca Online, Pembelajaran Online

Membaca adalah proses menangkap informasi dari teks. Membaca adalah salah satu keterampilan penting yang harus dipelajari siswa dalam bahasa Inggris. Melalui pengetahuan membaca, siswa dapat meningkatkan komponen bahasa Inggrisnya, seperti tata bahasa, tulisan, pengucapan, dan berbicara karena banyak materi yang disediakan dalam bahasa Inggris. Terkadang, siswa merasa bahwa membaca adalah kegiatan yang menantang karena mereka sering menemukan kendala dalam memahami teks. Ada beberapa faktor yang mempengaruhi membaca, salah satunya adalah pemahaman membaca. Siswa yang kurang memahami membaca akan menganggap membaca sebagai kegiatan yang tidak menarik dan membosankan.

Tujuan dari penelitian ini adalah untuk mengetahui persepsi peserta didik terhadap pembelajaran pemahaman membaca online di Jurusan Pendidikan Bahasa Inggris semester dua Universitas Islam Malang. Sebuah desain penelitian pendekatan kualitatif digunakan untuk melakukan penelitian ini. Total peserta berjumlah 30 orang mahasiswa semester dua Jurusan Pendidikan Bahasa Inggris kelas 2A dan 2B tahun ajaran 2019/2020. Instrumen yang digunakan untuk mengumpulkan data adalah kuesioner. Kuesioner terdiri dari 30 pernyataan persepsi siswa tentang pemahaman membaca online. Google Form sebagai bentuk digital digunakan untuk memperoleh data dan hasil (persentase) digunakan untuk menganalisis data dalam penelitian ini. Hasil penelitian menunjukkan sebagian besar siswa yang mengikuti pembelajaran pemahaman bacaan online karena dari pembelajaran tersebut mereka merasa nyaman dan menikmati selama pembelajaran. Mereka juga mendapat keuntungan. Meskipun mereka juga menghadapi beberapa masalah.

Sebagai hasil dari penelitian tersebut, peneliti menyimpulkan bahwa manfaat membaca online memiliki pengaruh yang substansial pada pengetahuan kosakata siswa, dan bahwa siswa sangat fokus pada evaluasi pendidikan yang mereka baca selama semester tersebut. Ada 4 keuntungan, yaitu: kenyamanan ketika anda memahami teks karena desain / fasilitas, menghemat kertas cetak, layar transparan tanpa kualitas cetak yang buruk, meningkatkan terjemahan online, pembelajaran online sangat membantu untuk memahami informasi, pembelajaran online penting untuk Meningkatkan ketrampilan membaca dan 3 kekurangannya, yaitu: Ketidakmampuan meninggalkan jejak dan membuat notasi, kelelahan membaca banyak kalimat pada layar lampu, dan gangguan (alat dan sinyal).

Peneliti mengharapkan para dosen dapat menggunakan pemahaman bacaan online untuk menilai kemajuan mereka dan juga mengikuti era ini. Dalam melaksanakan kegiatan membaca online, dosen harus memperhatikan ketersediaan dan keterjangkauan fasilitas yang harus dipersiapkan oleh seluruh mahasiswa untuk membaca online. Peneliti yang akan datang disarankan untuk menggunakan instrumen atau teknik analisis lain seperti observasi, wawancara

siswa untuk mengetahui persepsi mereka, menggunakan analisis kuantitatif atau metode campuran untuk mendapatkan hasil belajar yang berbeda.

ABSTRACT

Untari, Mazkhina Berlian. 2020. *Learners' Perception on Their Online Reading Comprehension Learning at the English Education Department of University of Islam Malang. Skripsi*, English Education Department, Faculty of Teacher Training and Education, University of Islam Malang. Advisors: (I) Drs. Yahya Alaydrus M. Pd (II) Dzurriyyatun Ni'mah, S.S., M. Pd.

Key Words: Perception, Online Reading Comprehension, Online Learning

Reading is the process of catching information from the text. Reading is one of important skills that students should learn in English. Through knowledge of reading, students are able to enhance their English components, such as grammar, writing, pronunciation, and speaking because many materials are provided in English. Sometimes, students feel that reading is a challenging activity as they often find the obstacle during understanding the text. There are some factors that impact reading, one of which is reading comprehension. When students have less their comprehension in reading they will assume reading is an uninteresting and bored activity.

The aim of this study is to know the learners' perception on their online reading comprehension learning at the English Education Department at the second semester of University of Islam Malang. A qualitative approach research design was used to conduct this study. The total number of participants are 30 students from second semester of English Education Department, class 2A and 2B in the academic year 2019/2020. The instruments used to collect the data were questionnaire. The questionnaire consisted of 30 statements that students' perceptions about online reading comprehension. Google Form as the digital form was used to obtain the data and the result (percentages) was used to analyze the data in the present study. The finding of this research showed most of students with online reading comprehension learning because from that learning they felt comfortable and enjoyed during the learning. They also got the advantages. Even though they also faced some problems.

As a result of the study, the researcher concluded that the benefits of online reading have had a substantial effect on the knowledge of learners' vocabulary, and that students have strongly focused on the educational evaluation they read during the semester. The are 4 advantages, they are: the convenience when you understand the text because of the design/facilities, save print paper, transparent screen without bad printing quality, improve online translation, online learning is helpful to understand information, online learning is important to improve reading skills and the are 3 disadvantages, they are: Incapability to leave a mark and make a notation, exhaustion of read many sentences on the light screen, and the distractions (tools and signal).

The researcher expected lecturers to be able to use online reading comprehension to appraise their progress and also following this era. In conducting online reading, the lecturers should consider the availability and affordability of the facility that all of the students have to prepare for online reading. The future researchers are suggested to use other instruments or analysis technique such as doing observation, interviewing students to know their perception, using quantitative analysis or mix method to obtain the different result of study.

CHAPTER I

INTRODUCTION

This chapter presents some topics related to the introduction of the study. They are the background of the study, research question, objective of the study, significance of the study, scope and limitation of the study, and the definition of key terms.

1.1 Background of the Study

English is one of the important elements in education to develop human resources. It is being expected to be able to make people conscious about future where English will be used in all fields even now English can be found easily everywhere and every time. (Kumaravadivelu, 1991) said both learners and teachers have their own expectations of what language teaching and learning is all about. In addition,. Nunan (1989:177) as quoted in (Barkhuizen, 1998) argued that 'no program can claim to be genuinely learning-centered unless the particular needs and desires of the learner relate to them. Therefore, the learning mechanisms must be taken into account ". English is one of essential subject in the curriculum.

Kurikulum adalah seperangkat rencana dan pengaturan mengenai isi maupun bahan kajian dan pelajaran serta cara penyampaian dan penilaiannya yang digunakan sebagai pedoman penyelenggaraan kegiatan belajar-mengajar di perguruan tinggi.

The quote above informs the meaning of curriculum, according to *Pedoman Akademik Universitas Islam Malang Tahun 2016/2017,* is a great deal of plans and courses regarding the substance and material of studies and activities similarly as the way wherein they are presented and their assessment used as rules for the execution of teaching and learning practices in tertiary establishments. The curriculum used in teaching and learning in English Education Department University of Islam Malang is the curriculum that arranged according to several stages;

determination of graduate profiles, determination of graduate competencies/ learning outcomes, assessment of the contents of competency elements, determination of study materials or teaching materials, estimation and determination of the burden and formation of courses, curriculum development and preparation of higher education, and curriculum structure preparation. The result of the discussion is the list of subject. In English subject, there are four skills that students have to master in order to improve their achievement. Reading skill is the most important skill to be learned because with good reading skill, students will have good writing skill, speaking skill, grammar skill and also good knowledge.

During the reading practice that is essential for developing reading fluency (Snow, Burns, & Griffin, 1998) As in the curriculum of English Education Department in University of Islam Malang, reading subject is taught for 4 semesters; Reading 1 in the 1st semester, reading 2 in the 2nd semester, reading 3 in the 3rd semester, and reading 4 in the 4th semester, in other words, the students have to learn about reading skill to help them understand the material in learning English well, with good reading skill, students will have good writing skill, speaking skill, grammar skill and also good knowledge.

According to (Alverman & Earle, 2003) without the skills of reading comprehension and the motivation for reading to learn, students' academic progress is limited. Other experts stated that a vital issue for educational psychology is investigating the characteristics off effective instruction for reading comprehension (Hiebert & Raphael, 1996). In addition, (Kent, 2002) said that "reading comprehension includes interaction, perception, experiences thinking, learning, association, affect, and configuration processes of individual that are considered to be a complex process implicate multi-faceted". The growing of knowledge based instruction for reading comprehension is rightly directed to identifying classroom practices with known effects on

specific aspects of reading and major focus of this research has been on identifying effective reading strategies to raise children's comprehension (Block & Pressley, 2002). Another definition by (LaBerge & Samuels, 1974) stated that successful reading comprehension requires the combination of automatic, unconscious processes and controlled, strategic processes.

In addition to these benefits, certain considerations, such as the instructor, the students, the learning material, the method and the methodology, also affect the teaching and learning method of reading through online learning. Based on a survey of the lecturer who taught second-semester students in reading classes, there were several concerns related to the learning process. The first problem came from the students themselves such as motivation. It is increasingly evident that the acquisition of reading strategies and reading comprehension skills demands a large amount of effort and motivation (Stipek; 2000). Sometimes the students were lack of motivation in reading. The teacher should find out the other way to build the students' motivation to read something such as giving reward, advice, motivation by showing interesting videos about someone's success through reading well and giving good score for students who did the assignment well.

The second problem was the difficulty of vocabulary explanation. In online learning, the lecturer was difficult to explain about the vocabulary, because vocabulary needed verbal and written explanation in detail by giving examples, so students can understand more easily.

The third problem came from the limitation of the internet signal. Unstable internet connection made some students faced difficulty to join the online class actively and regularly, caused them to get incomplete material.

In an age that knowledge and information are universally available. Technology developments are increasing rapidly time to time. Learners need new apprehension

methodologies to read and understand from texts on the Internet (Coiro, 2005; Sutherland-Smith, 2002) as cited in (Huang, Chern, & Lin, 2009). One of technologies that is developed very quickly and used in various activities is the internet. With technological advances, nowadays learning is no longer bound by space, distance and time. Online learning is one of the most known terms; it focuses to the entrance learners need to learn in long distance. An extraordinary extension and improvement of PC advancements to help instructing and learning in pretty much every territory of training (Roblyer & Edwards, 2000). The students in this era called "millennial generation" which really close with digitals world. So, they are already familiar with Online Learning. According to (Moore, Camille , & Galyen, 2010) gives a method by which students can concentrate deftly, just as a setting in which students and educators the same can upgrade the nature of training in a contemporary society grasping new advancements. The learning process can occur anywhere and anytime, not only in the classroom.

In learning today, a widely media that support education particularly is Online Learning. According to Chen (2013), regardless of the significance of learning online techniques to adapt to the reading difficulties referenced above, EFL (English as a Foreign Language) students in Taiwan are reported to be overpowered with English online materials on the Internet. Newest research on online reading techniques have explored whether Web-based reading is advantageous in the understanding of language abilities (Singhal, 1999) and whether techniques used facilitate Web-based learning (Chang, 2005). This statement is approved by Cole (2000), Online learning permits learners to perform learning and showing exercises anytime. Research in the region of online reading techniques in L2 has mostly refers around three aspects: naming and arranging online reading techniques utilized with the contexts of English as a foreign Language (EFL) and English as a Second language (ESL), looking at print and online reading techniques

and considering the impacts of technique use in Web-based learning environments on reading. Khan (1997) stated that "online guidance as an inventive way to deal with conveying guidance and materials of figuring out how to control crowd the utilization of the web as the media". According to Minister of Education (2013), online learning, likewise managed in law no.20 (2003), on the national instruction worldview, underscore that the significance of pleasing separation training in the national instruction framework in all channels, levels and sorts of instruction that serves to offer instructive assistance to networks that cannot follow face-to-face or regular education. "Newest research have concentrated on naming reading techniques utilized by ESL/EFL students in an online reading understanding condition, showed by qualitative research" (Elshair, 2002) and quantitative research (questionnaire; Anderson, 2003). On the other hand, "Concentrates on online reading technique instruction have opened a way for applying various techniques in a Web-based learning environment" (Chang, 2005). It can be concluded that the researcher agrees with that statements because online learning helps the learners easily understand the learning material based on various online based learning methods.

Based on the observation conducted in second semester students of English Department in University of Islam Malang, the students' mind about the most influential problem on online learning is an internet connection. With the derangement of internet connection, it will affect the purpose of features exist in online learning, it will make the features performance become less maximum. Learners claim that Online Learning is less practical. Some of them also worried about the use of online learning only for giving and submitting the assignment. Misunderstanding about the instruction on how to do the assignment through online learning often happened.

According to the explanation above, the researcher was interested in conducting a research about the students' perception of reading comprehension through online learning entitled **Learners' Perception on their Online Reading Comprehension Learning at the English Education Department of University of Islam Malang.**

1.2 Research Question

Based on the explanation above, the problem of the research can be formulated as follows:

How are the learners' perception about online reading comprehension learning in English Department University of Islam Malang?

1.3 The Objective of the Study

Based on the research problem, the purpose of this study is to find out the learners' perception about online reading comprehension learning in English Department University of Islam Malang.

1.4 The Significance of the Study

The researcher hopes that the result of this study will give some benefits in theoretical and practical aspects:

In theoretical aspect, this research provides a theory about learners' perception about reading comprehension skill through Online Learning. In addition, the result of this study is beneficial for research, teaching, or learning reference.

For practical aspect, this research is expected to be useful for the teacher in online teaching, especially for reading skill. Also, this research is expected to help the teacher to improve the students' reading comprehension through Online Learning.

1.5 Scope and Limitation of the Study

This study focuses on learners' perception on reading comprehension skill through Online Learning in second semester of English Department in University of Islam Malang and concentrates in two variables about reading comprehension and Online Learning. This study was conducted in English Department University of Islam Malang, especially in second semester students. It used 2 classes consisting of 60 students of 2A and 2B.

This research used questionnaire, adopted from Tseng (2015), Yogurtcu (2013) and checked deeply by English lecturer, to collect the data. This study has a limitation that expected to be covered up in the future study. The limitation here is the researcher's limitation to get the data because of the unstable internet connection of the participants in conducting the research.

1.6 The Definition of Key Terms

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

1. **Perception**: The learners' belief or opinion about reading comprehension skill through online learning.

2. **Online Reading Comprehension**: The process of understanding a meaning from a digital format text whether on a desktop or mobile phone.

3. **Online Learning**: Google classroom is the learning application used by lecturer for the learning process of reading comprehension skill.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher describe about the conclusions of this study and suggestion that is given for the future researchers that intend to held a research that is similar with this study.

5.1 CONCLUSION

The purpose of this study was to find out the learners' perception on their online reading comprehension learning. The research approach was descriptive qualitative. The study was conducted at the English Education Department of University of Islam Malang. 30 students of second semester in reading class were chosen as the participants. The research instrument was adopted from three International Journals in the form of questionnaire about influencing factors contributing to read text online, students' perception about online reading comprehension learning, and student-perceived that the advantages of reading online and student-perceived disadvantages of reading online.

According to the data that discussed the result in the finding, the researcher would like to explain the conclusion. Reading is the most challenging skill of the four English skills. In order to get the main idea of the text, learners need to remain focused on reading. The result showed that online reading give benefits for students. It showed that the highest percentage of the advantages of online reading was 48.5% students stated that they agree with save printing paper, while the highest percentage of the disadvantages of online reading was 48.5% students agree with inability to leave marks and make notes.

The data indicated that online learning gave beneficial support to students' reading performance through the feature of digital and online media and the students agreed that the feature in digital online platforms benefits them in their reading. Moreover, the students stated that the activities of reading through online helped them to understand the text easily. The other advantages that had contributed on their learning were improving their translation skill because the feature of online media offered translation and mostly wrote in English.

Regarding to the disadvantage of online reading, the availability was the major problem, some online media required special specs of platform that might be unavailable for the students. This could cause the students did not have access to the material. The other problem was more related to eye health problems as the students read through the light source of the screen directly and not from the reflection of light when reading by printed media.

The most noticeable benefit of online learning was the flexibility of the media and easy access of the information itself. Online information was wide by reading online we could get information originated from various places in the world. Online reading was also flexible in terms of reading time and environment, the students could read online anywhere and anytime based on their preference. The completeness of the facilities were available in online encourages their enthusiasm to read and understand the meaning as much as possible.

As a result of the study , the researcher concluded that the benefits of online reading have had a substantial effect on the knowledge of learners' vocabulary, and that students have strongly focused on the educational evaluation they read during the semester. The are 4 advantages, they are: the convenience when you understand the text because of the design/facilities, save print paper, transparent screen without bad printing quality, improve online translation, online learning is helpful to understand information, online learning is important to improve reading

skills and the are 3 disadvantages, they are: Incapability to leave a mark and make a notation, exhaustion of read many sentences on the light screen, and the distractions (tools and signal).

5.2 SUGGESTION

After finishing this study, the researcher realized that there were gaps and limitations in the study. The gaps and limitations revealed in this study can be explored more deeply by the future researchers in order to make the better result.

According to the conclusion above, the researcher gives several suggestions to the lecturers and future researcher.

1. The Lecturers

They results of the study suggested that the lecturers use online reading comprehension to appraise their progress and also following this era. In conducting online reading, the lecturers should consider the availability and affordability of the facility that all of the students have to prepare for online reading.

2. Future Researchers

In doing the similar study, the future researchers are suggested to use other instruments or analysis technique such as doing observation, interviewing students to know their perception, using quantitative analysis or mix method to obtain the different result of study.

REFFERENCES

Akinyode, B. F. (2018). Step by Step Approach for Qualitative Data Analysis. *International Journal of Built Environment and Sustainability*, 163-173. Retrieved from http://www.ijbes.utm.my

Alfehaid, A. (2019). Online English Language Learning Activities and Academic Achievement: Experiences of First Year Students and Their Teachers. *Social Sciences & Humanities*, 1557-1572. Retrieved from http://www.pertanika.upm.edu.

Alverman , D. E., & Earle, J. (2003). Comprehension Instruction. *Rethinking Reading Comprehension*, 12-30.

Amalia , R. (2018). *Students' Perception of Online Assessment Use in Schoology in EFL Classrooms.* Surabaya: Sunan Ampel State Islamic University.

Arkoful, V., & Abaidoo, N. (2014). The Role of E-Learning, The Advantages and Disadvantages of its adoptic in higher Eduction. *International Journal of Education and Research*, 397-403.

Barkhuizen, G. P. (1998). Discovering Learners' Perceptions of ESL Classroom Teaching/Learning Activities in a south African Context. *Tesol Quaterly Vol. 32 No. 1*.

Bauer-Kealey, M., & Mather, N. (2018). Use of an Online Reading Intervention to Enhance the Basic Reading Skills of Community College Students. *Community College Journal of Research and Practice*, 2-4. http://dx.doi.org/10.1016/j. iheduc.2015.08.03)

Bayat, O. (2011). The Relationship between Autonomy Perception and the Reading Comprehension Achievement of English Language Learners. *Egitim Araatirmalari-Eurasian Journal of Educational Research 42*, 15-28.Retrieved from https://www. researchergate.net/publication/315616096

Bell, T. (2001). Extensive Reading: Speed and Comprehension. *The Reading Matrix*, 1-11.

Block, C. C., & Pressley, M. (2002). *Comprehension Instruction: Research-Based Best Practices.* New York: Gulford Press.

Burnard, P., Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Analysing and presenting qualitative data. *British Dental Journal*, 429-432. (doi: : 10.17265/1539-8072/2015.09.007

Demuth, A. (2013). *Perception Theories.* Tranava: Faculty of Philosophy and Arts - Tranava Universiy in Tranava.

Diniarti, N. A. (2019). *The Effectiveness of Intensive Reading on Students' Reading Comprehension of Descriptive Text.* Jakarta.

Florez, E. G., Pineda, J. E., & Garcia, N. M. (2012). EFL Students' Perceptions about a Web-Based English Reading Comprehension Course. 113-29.

Gilakjani, A. P., & Sabouri, N. B. (2016). A Study of Factors Affecting EFL Learners? Reading Comprehension Skill and the Strategies for Improvement . *Interational Journal of English Linguistic Vol. 6 No. 5*, 2-6. (doi:10.5539/ijel.v6n5p180)

Gyamfi, G., & Sukseemuang, P. (2017). EFL Leaners' perceptions, Practices and Achievement with the Online Learning Program Tell Me More. *Contemporary Educational Technology*, 338-358.

Hiebert, E., & Raphael, T. (1996). Psychological Perspectives on Literacy Extensions to Eductional Practice in D.C. Berliner & R.C. Calfee. *Handbook of Educational Psychology*, 550-602.

Houlden, S., & Veletsianos, G. (2019). A Posthumanist Critique of Flexible Online Learning and its "Anytime Anyplace" Claims. *British Journal of Educational Technology*, 1-21. (https://doi.org/10.1111/bjet.12779)

Huang, H., Chern, C., & Lin, C. (2009). EFL Learners' Use of Online Reading Strategies and Comprehension of Texts: An Exploratory Study. *Computers & Education 52(1)*, 13-26. (doi:10.1016/j.compedu.2008.06.003)

Iskandar. (2018). *Students' Perception on the Use of Facebook as a Discussion Group in Helping Students Express Ideas Through Written Form.* Darussalam Banda Aceh: Ar-Raniry State Islamic University.

Kent, A. M. (2002). *An Evaluation of The Reading Comprehension Strategy Module of The Alabama Reading Intitative with Five Elemtary Schools in Southwest Alabamaa.* Alabama: Unpublished Doctoral Dissertation, The University of Alabama.

Kumaravadivelu, B. (1991). Language-Learning Tasks: Teacher Intention and Learner Interpretation. *ELT Journal*, 98-107.

Kusumawati, A. J. (2019). Students' Perception on SQ3R Method in Reading Comprehension with the Help of Technology : A Study in EFL Classroom. *Association for Computing Machinery*, 120-123. DOI: https://doi.org/10.1145/3337682.3337705

LaBerge , D., & Samuels. (1974). Toward a theory of automatic information processing in reading. *Cognitive Psychology*.

Llorente, A. P., Gomez, M. S., Penalvo, F. J., & Martin, S. C. (2016). Students' perceptions and attitudes towards asynchronous technological tools in blended-learning training to improve grammatical comptence in English as a second language . *Computers in Human Behavior*, 1-11.

Moore, J. L., C. D.-D., & Galyen, K. (2010). E-Learning, Online Learning, and Distance Learning Environments: Are they the same? *Internet and Higher Education*, 1-6. doi: 10.1016/j. iheduc.2010.10.001

Ni'mah , D., & Umamah, A. (2020). Mobile-Assisted on Extensive Reading: students' Voices. *Journal of English Teaching and Research Vol. 5 No. 1*, 41-47.

Owiti, T. O., Omulando, C., & Barasa, P. (2019). Teachers' Conceptualizing of Authentic Printed Materials in the Teaching of Intensive Reading in Secondary Schools in Bondo Sub-County, Kenya. *International Journal of Education and Research Vol. 7 No. 2*, 1-18.

Ozturk, O. (2017). The Relationsship between Autonomy Perception and the Reading Comprehension Achievement of English Language Learners. *Journal of Education Research* , 15-28.

Pardede, P. (2019). Pre-Service EFL Teachers' Perception of Blended Learning. *Journal of English Teaching Vol. 5 No. 1*, 1-11.

Porter, W. W., Graham, C. R., Bodily, R. G., & Sandberg, D. S. (2016). A Qualitative Analysis of Institutional Drivers and Barriers to Blended Learning Adoption in Higher Education. *Internet and Higher Education* , 17-27. (http://dx.doi.org/10.1016/j. iheduc.2015.08.003)

Qiu, M., & McDougall, D. (2013). Foster Strengths and Circumvent Weaknesses: Advantages and Disadvantages of Online Versus Face-to-Face Subgroup Discourse. *Computers & Education* , 1-11. (http://dx.doi.org/10.1016/j. compedu.2013.02.005)

Rossytawati, R. (2018). *A Survey Study of Students Perception in Using Google Classroom in English Language Education Department of Islamic University of Indonesia.* Yogyakarta: Islamic University of Indonesia.

Shirazi, M. A., Alavi, S. M., & Salarian , H. (2019). An Investigation into Item Types and Text Types of Reading Comprehension Section of Iranian Ph.D. Entrance Exams Using G-theory. *Journal of Modern Research in English Language Studies*, 1-29. (doi: 10.30479/jmrels.2019.10591.1326)

Snow, C. E., Burns, M. S., & Griffin, P. (1998). *Preventing Reading Difficulties in Young Children.* Washington : DC: National Academy Press.

Stipek, D. (2002). Good instruction is motivating. *Development of achievement motivation* , 309-332.

Sudiran. (2015). Students' Perception Towards the Use of Interet as Learning Media to Promote Reading Comprehension Skill. *Sino-US English Teaching*, 684-692. (doi: 10.17265/1539-8072/2015.09.007)

Taki, S. (2015). Metacognitive online reading strategy use: Readers' perceptions in L1 and L2. *Journal of Research in Reading*, 1-13. (doi: 10.1111/1467-9817.12048)

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. 285-310.

Tseng, M.-c. J. (2010). Factors That Influence Online Reding: An Invesgation into EFL Students' Perceptions. *The Reading Matrix Volume 10, Number 1*, 96-105.

Valai, A. (2015). *Evaluating the Effectiveness of the Master of Science in Argonomy Distance Program: a comprehensive investigation of learners' perspective of quality in distance learning.*

Yogurtcu, K. (2012). The impact of self-efficacy perception on reading comprehension on academic achievement. *Procedia-Social and Behavioral Sciences*, 375-386. Retrieved from www.sciencedirect.com

Zarei, A. A., & Amani, A. M. (2018). The Effect of Online Learning Tools on L2 Reading Comprehension and Vocabulary Learning. *Journal of Teaching Language Skills(JTLS) 37(3)*, 211-238. (doi:10. 22099/JTLS.2019.32248.2637

Zigman, P. (2018). *Theories of Perception and Recent Empirical Work.* New York: City University of New York. Retrieved from https://academicworks.cuny.edu/gc_etds/2772