

CHAPTER I INTRODUCTION

1.1 Background of the Problem

Today's technology development continues to prompt rapid changes in practically every aspect of life, including education. Science (2018) stated, the way we work and live has changed as a result of technology (as cited in Manalu, 2019). It applies equally to reading. Information is made accessible by technology, particularly through digital sources. Technology continues to advance learning in the educational sector. The field of information and communication technology (ICT) is expanding right now. This can be observed through changes in a person's knowledge, conduct, attitudes, cognitive processes, and so forth. After a few years later since the covid-19 pandemic, there has been a lot of changes in college studies.

Generally the learning system has returned to the face to face learning as usual in the class. But for some reasons, there are lecturers who apply face to face learning in the class with interspersed with online learning at home. A learning system like this is commonly called as blended learning. Blended learning is widely used in the post-pandemic covid-19 learning system, as is it more flexible that can adjust the circumstances of lecturers that will teaching. So when lecturers have some reasons for not being able to teach the students by face to face in the class, then they can still teaching by online learning at home.

Based on the results of interview in 4th April 2023 to the lecturer in Advanced Reading class she stated that in the learning process in Advanced Reading she used combined which is the learning process in offline and online. Face-to-face on

campus as well as online via WhatsApp, because at that time it was a transitional period from Covid to post-Covid. If reading they have to practice, but there is still theory. And if the theory is usually conveyed online it's like downloading a pdf or downloading a power point, or theory from a book that is screenshotted and then sent via wa. As for theories, they are indeed sent via wa, because students are also more interested in going digital like that. She also stated that students should take part in this digitalization era they have to be able to do reading material in digital. Nevertheless she also said that for digital reading it is really suitable for theories from Advanced Reading, while for practice reading for her personally it is not suitable because students have to focus on the printed book.

So it can be known that in Advance Reading class during the 3rd semester of English Education at Universitas Muhammadiyah Kotabumi is using digital material when Advanced Reading class is in online learning. When receiving the reading material in digital form, students must practice reading differently from the reading material in printing paper or book. Reading something on an electronic device is known as digital reading, and the internet serves as an intermediary to access it wherever students can read. Even though digital reading is done through a different medium than traditional reading, it is hoped that the function of reading can still be obtained.

According to Grellet (as cited in Furqon, 2013) reading is assigning meaning and extracting information from written texts. It means reading requires some abilities to extract information from a text and to construct new understanding. One of the four abilities that students need to learn is reading. People have occasionally questioned the value of reading. There are so many

other activities that one could engage in. There are many reasons why reading is important, but it's crucial to understand that having trouble with fundamental reading abilities is not a sign of low intelligence. The development of the mind is why reading is crucial. It is a muscle of the mind, it must be worked out. Reading and comprehending written material helps the intellect develop. Reading is essentially the ability or practice of obtaining information from a book. Additionally, reading is the process of comprehending a written material, which entails efficiently collecting the necessary information from it.

Teachers and students in today's modern culture can read the material using digital technology. The requirement of students to obtain knowledge in the digital age is met by the availability of digital text nearly everywhere today. This means that in the digital age, students require more materials that make it simple for them to access information and conduct global searches, such as digital texts. Additionally, Akarsu and Dariyemez (as cited in Tanjung et al., 2017) claims that the prevalence of the internet and its existence have made it challenging for people to read today. Students nowadays find it more convenient to read information instantly via their smartphones or other digital sources. Behavior of students may be impacted by technology, digital reading is frequently entertaining and engaging. So, reading is one of many activities that students can engage in using technology. It can be concluded that reading on a digital device is incredibly beneficial for learning, especially because it makes it simpler for people to obtain information, read, and understand what they are reading.

Reading in a digital environment is the practice of reading single texts—or, as some could say, "traditional" texts—on a display device rather than on

paper. According to Barzillai (as cited in Schilhab et al., 2018) state that focuses on how the reader's experience and the processing of the information presented are influenced by the display's physical and perceptual qualities as well as the affordances the gadget makes feasible. When reading digitally, you process written material in any format such as long or short and formal or informal, and so on in the extremely interactive environment that the internet provides. In this kind of setting, readers engage with information sources to process and construct knowledge, and frequently they even co-create it with others. Studies that take this point of view into account frequently take into consider how different elements of digital texts interact with reader skill to determine performance.

Any interaction with a wide variety of text formats, such as books, websites, blogs, forums, newspapers, and magazines can be referred to as reading material that is available digitally. According to Boormans (Wylie et al., 2018), Readers in fixed formats often navigate the text's pages and engage with its material according to the author's designated order. Digital texts, on the other hand, can be weakened to aid the readers. Readers who struggle can alter size of the font and line spacing, while readers who struggle with attention can employ multimedia features to focus their attention. When multimedia features are utilized to support textual information, multiple representations of the same knowledge can assist people of all ages. These characteristics in digital text attract people's attention and boost their engagement in learning and independent reading, which is critical when the learner has reading and attentional difficulties. Of course, in any one reading session, digital reading may require interaction with several texts or sources.

The new digital reading material required on the technology have been referred to as this rapidly emerging area of work. According to Leu (as cited in Bahri, 2018), Students' capacity to read in digital contexts, which demands additional abilities and methods beyond those needed to read with traditional print technologies, is a determining factor in how well they can learn online. Locating information and reading search engine results, for example, requires additional strategies and inferential reasoning skills not seen in traditional textbooks. Because the abilities and methods required for digital reading different from those required for reading traditional books. Despite the fact that digital reading uses a different medium than conventional reading, it is hoped that the function of reading can still be achieved. Students must consider how to design reading activities that will result in effective reading comprehension.

The availability of digital texts has had a number of effects, one of which is a change in how students read. Nowadays, a lot of students choose to read digital books because it gives them new experiences. The digital texts also advance reading experience because they offer a huge variety of information. Giebel Hausen (as cited in Pardede, 2019) accentuated around the world, educational institutions have switched to paperless classrooms as a result of the introduction of digital technologies as reading devices. It can be concluded that one of the most crucial elements in determining the success of any instructional activity is how the students perceive it. The activity will be more conducive and yield better results the more positively the students see the activity.

Relevant research is needed to observe some past research completed by other researchers that is relevant to our inquiry (Friska & Syafi'i, 2021). Therefore,

relevant research contains crucial information that aids the researcher in avoiding plagiarism with regard to the methodology and conclusions of previous researchers.

First, the study that was done by Manalu (2019) entitled “ Students’ Perception of Digital Texts Reading: A Case Study at the English Education Department of Universitas Kristen Indonesia”. The study aims to investigate the undergraduate students’ perceptions toward reading digital texts. The findings revealed that the participants perceived digital texts reading positively.

Second, the research conducted by Ambarwati (2021) entitled “Perceptions on Digital Text Reading by Students of UPT SMA Negeri 7 Ogan Ilir”. The study was to find out the perceptions on digital text reading by students of UPT SMA Negeri 7 Ogan Ilir. The study's findings showed that students had a positive perception of reading digital texts in daily lives. Additionally, students frequently use digital resources to do their coursework since they find them to be beneficial, digital texts were preferred by the students because they provided them with desire to learn and allowed them to readily raise achievement and understanding.

Third, the research conducted by Pasaribu (2020) entitled “Students’ Perspective on e-Learning Toward Reading Comprehension at Junior High School”. The goal of the research is to learn more Students’ Perspective on e-Learning Toward Reading Comprehension at Junior High School. The result showed that students’ perception of advantages of e-learning was generally good.

From the relevant studies mentioned above, it is possible to identify the differences and similarities between certain earlier studies and the research that

the research will undertake. From the study's emphasis and subject, it is possible to see how the research differs from other studies. The research commonalities may be noticed in the research's goal, which focuses on students' perception of digital reading.

Based on the problem identified above, the researcher wants to find out Students' Perception toward the use of Digital Reading Material in Advanced Reading Class English Education Universitas Muhammadiyah Kotabumi Academic Year 2022/2023.

1.2 Identification of the Problems

The researcher identified the following problem based on the background of the study above, as follow:

- a. Students in Advanced Reading class are doing blended learning.
- b. Students in blended learning need to understand the reading material in digital form.
- c. There are differences between reading on digital material and reading on printing material.

1.3 Limitation of the Problem

It is obvious that there are numerous issues with this research based on the problems mentioned above. The researcher must restrict the research problem. The researcher concentrates on analysis the students' perception toward the use of digital reading material in Advanced Reading class at English Education Universitas Muhammadiyah Kotabumi Academic Year 2022/2023.

1.4 Formulation of the Problem

The research problems can be stated as follow:

“How is the categories of students’ perception toward the use of digital reading material in Advanced Reading class at English Education Universitas Muhammadiyah Kotabumi Academic Year 2022/2023?”

1.5 Objective of the Research

The objective of the study based on the problem formulation is to describe how is the categories of students’ perception toward the use of digital reading material in Advanced Reading class at English Education Universitas Muhammadiyah Kotabumi Academic Year 2022/2023.

1.6 Usage of the Research

Related to the objective of the research above, this research will provide the basis for:

a. Reading Lecturer

This research really believes that its findings will assist the reading lecturer in determining whether this learning material is beneficial or not, and to convey the knowledge of the students’ perceptions about this learning material.

b. English Students

This study aims to provide students with the information they need to decide whether or not the learning material suits their learning preferences.

c. Further Researchers

The results of this research should be useful to other researchers and provide information about digital reading material.