CHAPTER II

THEORY REVIEW

2.1 Theory Review

2.1.1 Concept of Perception

Perception is the process evaluating an object on an individual basis.The students' perspective can be defined as their acquired view following a certain event that requires correction. Therefore, the perception of the students in this study is centered on their involvement, accessibility, and use of the materials in Advanced Reading class that are available through digital reading. According to Akrim (2022) perception is the process through which a person makes sense of the world and their environment using their five senses which are modified by experience, allowing to be conscious of what is being witnessed, which in turn influences his attitudes and conduct. According to Qiong (as cited in Pakpahan et al., 2022)perception according to cognitive science, psychology, and philosophy, is the process of being aware of or comprehending sensory data.

The word "perception" is derived from the Latin words perceptio and percipio, and it denotes receiving, gathering, action of taking possession, and apprehension with the senses or mind. According to (Tella et al., 2021)Perception and understanding problems go hand in hand.It is the psychological capacity to analyze or use data gathered by the senses.The cognitive impression of "reality" that is generated is known as perception, and it affects how an individual acts and behaves toward an item.According to Febriani (as cited in Riswanto, 2022) perception can be defined in two different ways there are broadly and specifically. In a specifically sense, perception is seen as observing how each person perceives an object, while perception is broadly described as a view or understanding,

specifically how people perceive or interpret a specific item. A person's perspective of the thing they are looking at affects the attitude they adopt.It implies that a factor influencing how well these students absorb the information delivered may be their perceptions. Therefore, it's critical to understand how students see the platforms utilized for online learning.

Normadewi (as cited in Isga, 2022) said that The concept of perception refers to a cognitive activity for comprehending the world, which includes objects and signals or symbols. Perception can be defined as a person's anticipation of it, including things like other individuals, institutions, agencies, and so on. Akbar (2020) states that if someone is interested in learning what the community wants and anticipates from a certain educational setting, he can accomplish this by being aware of how a community views a certain educational facility. Understanding someone's impressions can be helpful in efforts to raise quality. According to Corbin (as cited in Nasution & Ahmad, 2020) perception is a person's perspective and perception of other persons who are involved in their life and is relevant to pupils as well as being one of the criteria that determine success. It is implied that having a positive outlook on something or other people benefits the individual as well.

Additionally, perception is the process by which people give meaning to, interpret, and experience experiences it is significantly influenced by both internal and external elements unique to each person, such as learning strategies and results (Abrori & Hadi, 2020). It is possible to define perception as a person's mental picture of something that influences their attitude.

According to Lee (as cited in Wahidiyati, 2020) that prompt response from instructors is critical to students' satisfaction with their online teaching-learning experiences. Another element highlighted as increasing student satisfication in an online class activity is social presence. (Richardson et al., 2017). The provision of support services has also been shown as a predictor of online student satisfication (Lee, 2010).

According to the conclusions drawn from the aforementioned theories, perception is defined as a complicated process that every person perceives and experiences in a unique way based on their own perspective and that of others. There are a few reasons why online students' outcomes vary from those of their peers, and a number of things can make them satisfactory while taking classes online such be internal motivation for learning, certainty or openness, conduct or personality traits. Or external factors like the availability of the internet due to economic conditions or being able to access online learning appropriately, having a supportive family, and having a choice of learning resources this may affect how positively or negatively students view the effectiveness of the applications used for online learning during the epidemic.

According to Robbins (as cited in Mukhtaruddin et al., 2022) positive and negative perceptions are two different types of perception. Positive perception is a subjective assessment of an object that is either positive or as expected.Positive perception is a result of an individual's satisfaction with a particular thing that serves as his source of perception, as well as that individual's knowledge and experience of the object. If students select "Strongly Agree" and "Agree" on the

questionnaire, the actual positive action, such as the student statement, might be referred to as positive perceptions.

A negative perception, on the other hand, is a personal assessment of a particular thing that is contrary to expectations. The source of a person's negative perception is when they are dissatisfication with a certain object, ignorance on the part of the person and lack of familiarity with the viewed object. The actual action of negative perception as if students select "Disagree" and "Strongly Disagree" on a quistionaire, the response they submit may reflect negative perceptions. According to this research, the researcher explains and comes to a conclusion based on these two types of perceptions that were obtained as a consequence of the data collection from the questionnaire, whether they were positive or negative. The aforementioned theories will assist the researcher to make analysis of the students'perception toward the use of digital reading material in reading class at English Education Universitas Muhammadiyah Kotabumi Academic Year 2022/2023.

a. Factors Affecting Perception

Perception is impacted by personal experience elements when examining an object. A person's perception of an object will be impacted by their need for that thing. According to Sobur (as cited in Wijaya, 2020) various elements play a role in perception choice, including the following:

a) Internal factors: improved experience, personality, attitude, psychological, background and overall confidence and self-acceptance are required.

b) External factors: intensity, scale, contrast, movement, iteration, recognizability, and novelty.

According to some experts, there are two categories of elements that influence perception there are internal and external. Individuals' needs and desires, personalities, and life experiences are listed among the internal factors. The internal factors are:

a) Needs and Desires

People's needs and desire greatly influence perception. People with varying needs and desires have various perspectives on the same item. Power seekers are more inclined to detect stimuli that have to do with power. People who are socially inclined pay attention to interpersonal stimuli.This means that people's expectations, motivations, and interests also affect how their perception of things.

b) Personality

Another innate characteristic that affects how people are perceived is personality. It is not necessary to state that optimistic people see things positively, whilst pessimistic people see them negatively. Numerous truths are revealed by research on how an individual's perception is affected.

c) Experience

Perception is constantly influenced by experience and knowledge. The perceptive abilities are improved and boosted by successful experience, which results in accurate perception of a person.

b. **Perception Process**

According to Qiong(2017), Selection, organization, and interpretation are the three stages of the perception process.The first stage isselection. In the first step of the perceptual process, external stimuli are transformed into meaningful experiences.The second stage isorganization. At this point, we must organize them in a variety of ways in accordance with specific meaning patterns. We will be able to identify the event or social and physical object we come into contact with at this stage of perception. For instance, if someone were to be asked to describe humans, they might do it in terms of their race, nationality, or skin tone. Finally, the third stage in perception is interpretation. It refers to the procedure of figuring out the significance of the chosen stimuli at this point. Following the organized patterning of the chosen stimuli, we might attempt to interpret the patterns by giving them context.

Based on the explanation above, the process of perception is divided into three stages, each of which has a different role according to its classification. This process of perception is very important to know in order to find out more about the perception to be studied.

2.1.2 Digital Reading

a. Concept of Digital Reading

Reading in a digitalization 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 (2018) state that the processing of the information provided and the reader's experience are influenced by the physical and perceptual characteristics of the display and the affordances made possible by the device. In a

digital setting, reading is the act of processing written material in any format (long/short, formal/informal, etc.) in the highly interactive environment that the internet offers. 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 adopt this perspective frequently take reader skill into account when they analyze how various components of digital texts interact to affect performance.

Reading in a digital environment is conseptualization as similar to reading different texts in traditional media, the middle ground is occupied by non-interactive pursuits like reading for pleasure or finding out information online, among other things.Single-text reading in a digital environment is more likely to foster notions of continuity in cognitive processes than interactive, co-constructive internet excursions, which are more likely to foster views of discontinuity. The level of detail in the processing description could affect the proccess of continuity and discontinuity are distinguished. Processes may be more comparable when viewed from a broad perspective than when viewed in depth with the source of the information's specifics provided. The particulars of the individual steps in this inference-making process, as well as their relative importance processes could vary based on whether one considers reading a written material, browsing material online, looking through e-books, and so forth. Making inferences, for example, is probably crucial to comprehending literature in any situation.

b. **Comprehension Processes in Digital Reading**

While traditional digital reading is compatible with text comprehension models, they might not always examine the different circumstances that readers may run into while interacting with complex text environments. The three skills we highlight here, however, have a clear relationship to the fundamental procedures outlined in current models of text comprehension. These models emphasize integration as a key step, and readers' attempts to derive meaning from text similarly emphasize evaluation as a key step. (Salmerón et al., 2018).

a) Attention

Research is having a hard time keeping up with the questions because of how quickly digital reading is developing considering how new technology affect how well a person can interact with written material, includes the alleged novel attentional demands brought on by the introduction of novel reading strategies (Cladis, 2020). There are two key waysin which digital reading could potentially impact attention. The first is throughchanges in the formatting and visibility of text. Traditional print, due to its relativepermanence on the page, has developed a uniform set of standard page sizes, font sizes and letter-spacing norms, designed for a hypothetical average reader.

In contrast, digital text is often presented via software that allowsfor completely individualised modification of print: page brightness contrast,size/spacing or style of font, as well as on a range of page layouts and sizes of text window (Wylie et al., 2018). The second significant difference is the increased use of hypertext and non-lineartext display, as opposed to the linear

presentation usual in paper books. Possibly the topic that has been researched the most thoroughly in connection to struggling readers is the effect of digital text formatting on attentiveness, a group of people whose challenges with reading traditional print-based text essentially characterize them. According to Schneps (2013) has examined the impact of different line lengths and display screen sizes on the comprehension of struggling readers.It was discovered that a compact reading window the size of a smartphone can improve reading fluency andcomprehension. Other research groups (Wylie et al., 2018) has discovered that more letters between them results in better decoding and comprehension for readers who struggle,with the growing use of digital text this formatting requirement has only gotten more adaptive. Visual crowding is a phenomenon that may help to explain the benefits of smaller text windows and increased inter-letter spacing for struggling readers (Schneps et al., 2013), something that may be especially harmful to readers who are having difficulty. Crowding is the inability to recognize separate things in a cluttered environment, as well as individual symbols or characters. Petrov (as cited in Wylie et al., 2018) stated that Although the reasons for crowding in books for disadvantaged readers have not yet been thoroughly identified, There is evidence from psychophysical investigations to support the idea that crowding and the distribution of spatial attention are closely related.

By adjusting text window size and letter spacing in digital design elements, we may account for individual variances in fundamental attention processes there could be a lot more chances to help with focus rather than hinder it. When low frequency words contained a hyperlink. For struggling readers, some

features of digital text seem to have special attention-boosting advantages, to completely understanding the individual differences in technology interact and attention, much more research is necessary. Reduce the impacts of crowding, for example, would be simpler.

b) Excecutive Control

Processes of utilising executive control are also important in digital reading environments, thus there is no need for total replacement of offline reading strategies with newer online reading strategies, but rather the need for extension and diversification of previous reading processes (Cho et al., 2018). However, readers will encounter more executive control needs due to the variety of digital reading contexts, including search engines, blog, web pages, and virtual games environments interfaces finding the best suitable reading method for the current circumstances, for instance, by paying attention to context cues (Kaufman & Horton, 2014). Understanding knowledge needs purposeful, critical, and flexible mindsets from learners in digital learning situations. As previously mentioned, in digital reading contexts, in order to navigate across hyperlinked texts, readers must create their own paths. The reading strategies readers use when reading printed text can be quite similar to the strategies used in digital situations they strategize and predict, keep an eye on their comprehension, and assess their actions not only before reading but also after reading. (Coiro, 2015).

Nevertheless, because the texts printed are usually more extensive, readers do not require to go through this pattern as frequently. According to Wylie (2018) online settings present readers with a constant stream of fresh hyperlinks, forcing

them to repeatedly go through the planning, predicting, monitoring, and assessing cycle. Planning encourages readers to think carefully about and make wise choices while using internet sources. As an example, the Internet offers a location where students can connect with an endless number of sources that reflect many worldwide perspectives (Coiro, 2015). However, digital reading requires readers to prioritize and choose amongst several sources in addition to just gathering information. Cognitive capabilities and multiple source understanding are connected in digital reading settings, a term that mean selection, coordination and synthesis of information that comes from multiple sources(Leu et al., 2015).

Information searching, which includes goal-directed web searches, is one particular instance of reading in digital media where understanding from numerous sources is extremely crucial.Inhibitory control must be used by students in digital reading settings in addition to executive control techniques like shifting. (Yu & Mustafa, 2017). They must have the ability to focus on pertinent information while avoiding distractions.The nature of the online reading environment, of course, necessitates a variety of physical tasks, such as scrolling, clicking, and typing, although when these talents are fluid, these activities are typically carried out automatically and unconsciously. The growing usage of online learning environments, particularly when multiple technologies are used at once has sparked concerns over how our ability to exercise cognitive control is affected by the daily multitasking of media.

c) Navigation

In order to find the information they need, readers can then use a search engine to formulate a precise search query, may instantly navigate to a well-known online website with possibly useful information.Readers must assess the relevance of the information in order to find and choose possibly relevant links from a SERP. (Salmerón et al., 2019). Readers frequently utilize heuristics to swiftly choose web pages that are pertinent to their objectives; however, they rarely assess the results' quality to screen out less trustworthy pages throughout this process.

It is interesting to note that skipping this stage and using source cues is linked to poorer learning outcomes in class assignments, It recommends that to ensure that users choose both relevant and trustworthy pages, navigation and evaluation skills should be combined(Metzger & Flanagin, 2013). After choosing a web page, users must choose which hyperlinks, which are typically embedded, to browse to and in what order. Effective navigation is typically described as the capacity to remain on a series of pages that are pertinent to the reader's objective, is a factor in predicting readers' success in a number of challenging digital reading tasks, such as reading for comprehension while preparing for a long exam (Salmerón et al., 2018).

d) Integration

Integration will increase for readers when text and visual information are combined. However, it appears that the advantages of multimedia learning depend on the learning materials' careful design, readers' cognitive load while trying to

synthesize information from many sites is increased by the largely arbitrary combination of modalities provided online (Nikolaraizi & Vekiri, 2012). Such distractions appear difficult to ignore when looking for information resources online. Therefore, digesting information in a well-designed multimedia learning environment involves less cognitive effort than dealing with various kinds of representation on the web(Kuba et al., 2021). When readers try to combine information from more or less random online information sources, the multimedia effect, which was thought to improve readers' information integration, may instead make integration more difficult (Andresen et al., 2019).

Skilled readers build connections between various text elements as they read written texts in order to grasp the primary themes. Readers' attempts to create both intra- and intertextual connections face various new problems as a result of the nature of digital texts. Several characteristics of various digital devices could theoretically influence how readers integrate information from one book into another. The size of the screen, the layout of the browser, how menus are navigated having to open and close windows and tabs, scrolling, and dynamic links and visuals are some of these elements (Shadiev & Yang, 2020). As a result, the text's length may interact with other textual properties and change how readers are integrated across information windows in particular circumstances. Results from certain studies suggest that browser design specifically has an impact on how readers process digital texts, the reading experience and comprehension are impacted by how well integration among texts is supported by the browser architecture.

e) Evaluation

The conventional gatekeepers of credibility are absent from the market for opinions that exists on the internet. As a result, readers must assess the information in terms of its relevancy and reliability (Turcotte et al., 2015). The reader will be better able to make wise metacognitive choices if this happens, for example as deciding whether or not to examine a website's information in greater detail or selecting which knowledge claims to accept as true in a social media conversation.When evaluating the reliability of information, digital readers frequently use their past knowledge, even if that prior knowledge is incomplete (Stadtler & Bromme, 2014). This reliance is especially high when scientific knowledge is conveyed in a manner that seems simple and popular, that is without using technical terms as is common on many websites (Bromme & Goldman, 2014).

According to Metzger (2013) digital readers rarely assess the reliability of sources while making decisions. If they do, they usually rely on surface clues like a design that appears professional. The reason for this conduct is not a deficiency in information because many readers,even at the secondary level, can name or think of appropriate standards to measure online material against. These include information on the sources themselves, such as their qualifications or motivations, the date of publication, and how much editorial quality control has gone into ensuring the authenticity of the information (Paul et al., 2017). However, when faced with the intricacy of digital reading, pupils frequently fail to apply these standards.

c. Motivational Aspects in Digital Reading

According to Kaakinen (2018) different forms of motivational processes may be induced by literary and expository texts. Additionally, readers are probably motivated differently to approach literary writings than they are to read expository materials. Both intrinsic and external factors can motivate readers. Readers who are intrinsically driven actively seek out opportunities to read. They like reading on digital devices on their own and frequently feel immersed when reading. Extrinsic motivation, often known as goal-oriented motivation, refers to outside influences that encourage reading. Readers' motivational orientation may have an impact on whether they prefer reading printed or digital content. According to Chen and Granitz (2012) they claimed that electronic books eliminate opportunities for social connection and a sense of ownership Moreover, the fact that others cannot see the kinds of books that a person owns helps to attenuate identity construction.

In contrast, various types of personalized reading experiences are possible with digital media like e-books. Larson (2015) claimed that the unique characteristics of e-books may boost their ability. Most of the students in the study who received assistance in learning how to utilize e-books reported doing so favorably, due to the increase in focus and attention, students preferred reading e-books over print texts. Additionally, different mediums are probably preferred by people for various reading activities. Paper for planning, digital for drafting, paper for editing/proof reading, digital for finalizing, primarily digital for distribution and work flow, paper for reading, and digital for archiving/filing (Foasberg, 2014).

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. Reading is important for many reasons, but it's crucial to understand that having trouble with fundamental reading abilities is not an indication of low intelligence (Raya, 2019). 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.

Reading is a cognitively active process that involves engaging with text and assessing comprehension to determine meaning. It is a crucial skill that many individuals have learned, especially professionals like teachers, writers, and journalists (Martiarini, 2015). For learning activities, the students should have some reading proficiency. The development of reading skills is a crucial objective for teachers at all school levels. It gives students various exercises to aid in text comprehension and develop their reading comprehension. In order to increase their language proficiency, students can read a variety of English-language texts while also expanding their word lists.

Many experts have differently defined the word reading. 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 froma text and to construct new understanding. Agustin (2015) states that reading is the recognition of printed or written symbol that serve as stimuli to

recall meanings. It shows that reading requires the ability to recognize symbol or printed words and to construct a meaning from a text. However, according to Vaughn (2011) reading is aprocess of constructing meaning that can be achieved through dynamic instruction among the following aspects : the reader's prior knowledge the information suggested by the text, and the context of the reading situation. It is also supported by McEntire (as cited in Furqon, 2013) who defines reading as a constructive process which that the prior knowledge and experience are crucial to properly comprehending the content in a texts. Furthermore, Stoller (2015) state that the idea of reading is also todo with purposes, experiences, strategies, skills, and even attitude towards reading. It means that reading facilitates a writer to share knowledge, ideas and feelings with reader, where both of them have their own language patterns andexperiences. It indicates that reading is not only getting messages from a text, butalso utilizing the reading purposes and strategies to do with.

Based on the explanation above, it can be conclude that readers' motivational orientation may have an impact on whether they prefer reading printed or digital content.For learning activities, the students should have some reading proficiency.It means that reading facilitates a writer to share knowledge, ideas and feelings with reader, where both of them have their own language patterns and experiences.

2.1.3 Perception the Use of Digital Reading Material

According to Ozdemir (2015) argued that good learning can be facilitated by giving students the freedom to select and use educational resources that suit their tastes and learning preferences. Furthermore, students' perceptions influence

every aspect of learning. As a result, in order to improve the use of digital texts in learning, students' perceptions must be considered. Manalu (2019) argued that their perception influences whether or not students and teachers choose to use digital texts.Sun and Tanguma (2012) reported that learning outcomes directly correlate with students' assessments of how useful e-books are for facilitating their learning.In other words, if a student believes that an e-book is beneficial, their learning outcomes will improve. It was also shown that students' perception of using e-books in the classroom have an impact on their learning outcomes.

Additionally, Shiratuddin and Landoni (as cited in Manalu, 2019) indicated that students are highly satisfied utilizing digital texts because it is possibleto effortlessly use tools, e-books, and e-book creator. Shelburne's study (as cited in Alfiras & Bojiah, 2020) highlighted the fact that undergraduate students, as opposed to academics, prefer to view digital texts favorably because they have access to a variety of resources that aid with their informational needs. According to another survey, 90% of e-book users in an Indian academic setting were very satisfied or fairly satisfied with their use of e-books, and students tended to use e-books more frequently than teachers. (Manalu, 2019).

Based on the explanation above it can be conclude that, if a student believes that the use of digital reading material is beneficial, their learning outcomes will improve. It was also shown that students' perception of the use digital reading material in the classroom have an impact on their learning outcomes.

2.1.4 Measuring of Students' Perception the Use of Digital Reading Material

According to Syafi'i (as cited in Manalu, 2019) it is necessary to review certain prior research projects carried out by other researchers because they are pertinent to our research. In this research used the research of Manalu (2019) entitled "Students' Perception of Digital Texts Reading : A Case Study at the English Education Department of Universitas Kristen Indonesia". This study was conducted to explore students' perceptions of reading digital texts. The questionnaire was created with the goal of gathering quantitative information on the participants' responses about their interest and motivation, digital text reading efficacy, problems in digital text reading, and preference towards digital or printed text reading.

a) Motivation and Interest in Reading Digital Texts

Motivation is strongly drive that influence individual to engage in specific activity (Alhamdu, 2015). Motivation should be based entirely on one's own will, which reflects a person's value or interests. In accordance with Ryan and Deci (2017) states self-determination theory suggests that some forms of motivation are entirely volitional, reflecting one's interests of values. The existence of motivation often occurs in students in learning, especially learning a foreign language that starts from reading, where students need motivation in reading so they have good quality in academia. Moreover, digital tools are rapidly change the text and tool available to teach students, this digital advance has the potential to be used as a teaching tool for education. Digital education is essentially a product of the past several years, although in different form it already existed slightly earlier (Mąkosa, 2013).

b) Digital Texts Reading Efficacy

Readers' self efficacy in digital reading is of particular importance to explore whether or not it has positive impact on students' educational attainment depending on their digital reading skills. Teachers working in early years of education need to develop the necessary skills for online teaching so that they can act as role models to their pupils, given that those pupils have been introduced with this education model at such an early age of years and immediately need to develop skills to effectively use the required materials (Bakkaloğlu, 2021).

c) Difficulty in Digital Texts Reading

Manalu (2019) claimed that the screens on our smartphones, PCs, and tablets strain our eyes.Instead of using e-readers like the Kindle or Nook, which show text and graphics using e-ink that closely resembles the appearance of ink on printed paper, the screens of mobile devices, desktop computers, and tablet computers all contain microscopic components known as pixels. Instead of e-ink, which lessens the likelihood of causing eye strain, focusing on pixels requires a bit more effort from our eyes than reading a conventional book would. Screen resolution has really been increased by technology to ease eye strain. Readers of digital texts frequently are advised to follow the 20/20/20 rule, which calls for every 20 minutes taking a 20-second rest to stare at anything 20 feet away.

d) Preference for Reading Digital or Print Texts

In Singer and Alexander's (2017) students believed they comprehended digital texts better than printed texts, according to a research evaluating potential

comprehension disparities between students who read printed texts and digital texts. However, when questions in comprehension examinations asked students to identify the text's core idea, there was no difference between the mediums. Additionally, reading the printed book led to improved knowledge when the questions called for more specific information, in contrast to students' expectations that digital reading would produce superior results.Manalu(2019) also provides that students read both digital and texts. He also provides that the finding indicates both digital and printed are not very contrastive.