

**THE PERCEPTION OF THE SECOND GRADE
STUDENTS AT SMP ISLAM AL-AZHAR CAIRO
PALEMBANG TOWARDS THE USE OF DIGITAL
READING IN THEIR READING COMPREHENSION**

A Thesis by

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English Education Study Program

Language and Arts Education Department



**FACULTY OF TEACHER TRAINING EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
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DECLARATION

I, the undersigned

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Certify that thesis entitled “The Perception of the Second Grade Students at SMP Islam Al-Azhar Cairo Palembang toward the Use of Digital Reading in their Reading Comprehension” is my own work, and I did not plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized the work

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The Undersigned

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I sincerely dedicated my thesis for:

My beloved parents

Motto:

“Struggle that you do today is a single way to build a better future”

“Your biggest weakness is when you give up and your greatest power is when you
try one more time”

“The strongest people are not those always win, but they were still going when
they crashed”

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ABSTRACT

In this modern era, digital reading gives contribution to students' reading comprehension in English as a Foreign Language. Perceptions toward digital reading influence students' capability and success in reading. This study was conducted to explore the students' perception toward the use of digital reading in reading comprehension and to find out the students' reading comprehension achievement. The participants of this study were 46 students of the second grade at SMP Islam Al-Azhar Cairo Palembang. To collect the data in this descriptive study, digital reading questionnaire and reading comprehension test were used. All participants had high category in using digital reading. The participants had positive perception of their experiences toward the use of digital reading. They believed that digital reading enhances their motivation in reading because it gives chance for students to become active, easy to get information, and to find appropriate reading sources. The study reported that they prefer reading on the screen instead of reading printed material because of the flexibility to access the reading sources. The participants felt comfortable when reading on digital tools because they enjoyed sharing, saving, commenting, and discussing the content they were interested in. Besides, the study showed that there were 91.2% participants has passed the passing grade in reading comprehension test. The mean score of reading comprehension achievement test was 89.82. In short, the high category in using digital reading and positive perception of the experiences toward the use of digital reading gives an impact on the success of students' reading comprehension.

Keyword: *Digital Reading, Reading Comprehension, Perception*

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CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) problems of the study, (3) objectives of the study, (4) significance of the study.

1.1 Background

In the 21st century, technology is not only used by workers, but also by all people, particularly educators. Law, Pelgrum, Plomp, and Voogt (2008) found that technology is actually being implemented in education. The growth of 21st-century learning, technology as a process, is used to improve creativity, skills, and ability. According to Ridgway, McCusker, and Pead (2004), the assessment of creative thinking in education has been linked in using digital media, which digital camera and other software tools make easier for the student to show their creativity, and work.

In learning environment, technology has played a big role in the enhancement of knowledge and information, and perhaps a multimedia tool for teaching materials in each subject. According to Spector (2016) in this digital era, technology is the concept of understanding that is used to boost learning and achievement. “The students are accustomed to technology, especially internet. For doing their assignments, the students like searching for information from the internet. It is a common thing to do by the students to get the information from some websites, accessed through Google” (Inderawati, Sofendi, Purnomo, Vianty, and Suhendi, 2019).

Reading, one of the four English skills, is defined as an act to gain information and knowledge. Skenderi and Ejupi (2018) state that reading reading organizes the mind, enriches the language, assists in the ministry of personality, enhances the way of thinking, and provides other benefits.. Concerning reading achievement is a complex skill that infer the reading text,

Duffy (2009, p. 27) states that understanding in reading is when we can get the mean what we read.

However reading achievement in Indonesia is not good enough. It is evident from the result of Programme for International Students Assessment (PISA) declared by The Organisation for Economic Co-operation and Development (OECD) in reading performance score in 2018 indicated that Indonesia ranked 72 from 78 countries in the world which average score was 371, meanwhile the average score of OECD was 487. According to Franzen and Allington (2015), there are some issues that lead to low reading achievement. Among other things, first, some students are lazy, reading in the frequency of time is less than an hour. Second, the students feel lazy about taking the book. Third, some of the books that clearly represent the picture are not supported, so students feel bored and not interested in reading.

Considering that innovative technologies in EFL learning is something that cannot be separated, all students should be able to use technology as learning media. Costley (2014) states that, teachers must use technology to achieve learning goals while providing stimulus for students to utilize technology in improving language skills. English education and technology are significantly related. Haswani (2014) states that there are four components of system approach involved teaching with technology, namely; learner, teacher, material, and technological device. In short, the presence of technology can provide solutions to human learning needs and improve learner performance.

To support learning in 4.0 era, every student must have digital tools like, computer, laptop, smartphone, tab, iPad, or etc. Digital reading is the ability to read through online material. According to Vandenhoeck (2013), another chance that provided by screen reading is the skill to fuse questions within a text. Digital reading is one of the ways to solve the problem of low reading achievement in Indonesia. Based on the PISA result in 2018, primary computer capability and linear reading have a direct impact on digital reading. So, digital reading is very helpful in learning, especially in improving reading

comprehension. According to Ebrahimi (2016), the Digital Reading program is useful in teaching and learning literacy, language, and literature. As far as reading ability is concerned, the easier it is for people to access information, the more people like to read it, and it will become an ability. Digital technology is one of the most impactful ways to improve reading comprehension. Akarsu and Dariyemez (2014) state that a teacher must be as a role model for students how to integrate the technology in learning to improve their reading comprehension, teacher should give the knowledge about benefit of the technology, and the teacher must train students' reading comprehension through digital, so readers or students can adapt themselves to the development of technology.

In this research, the writer would like to focus on reading comprehension which uses digital reading. Tanjung, Ridwan, and Gultom (2017) state that Digital reading has become an interactive media reading activity. Digitalization can really make life easier for people, especially students in reading anything on digital screen and it will be a good chance to improve reading comprehension in digital era.

To strengthen the statements above, the writer put some previous studies related to this research. First, the study was conducted by Arrasul (2017) entitled "Students' Perspective towards Internet in English Language Learning at SMPN 1 Bunta". The result of this study has shown that there is a positive perspective of the Internet towards third-grade English learning in SMPN 1 Bunta, which can be seen from the analysis of the data collected during the research. As a result, 100% of students said that the Internet plays a crucial role in English learning. Secondly, Kosakiewicz (2017) entitled "The Impact of Reading Digital Text on Comprehension Score". The results of the study revealed that students prefer e-books or multimedia text reading and it is impactful on reading comprehension.

SMP Islam Al-Azhar Cairo Palembang is one of the schools which combines IMTAQ (Iman and Taqwa) and IPTEK (Science and Technology) which use Cairo curriculum. To support learning process, SMP Islam Al-Azhar

Cairo Palembang strives to fulfill facilities and infrastructure. Almost 90% of learning activities utilize digital tools. Students use iPad and teachers use macbook as digital tool that use in teaching and learning process. To improve quality of the students, English is used language as a second language in this school. Based on interview with one of the English teacher, reading comprehension of students in SMP Islam Al-Azhar Cairo Palembang especially in second grade is good enough around 60-65%. In addition, the passing grade of the English subject is 83.

Based on the explanation above, the writer was interested in conducting a research to explore the perception of the second grade students at SMP Islam Al-Azhar Cairo Palembang toward the use of digital reading in their reading comprehension

1.2 Problems of the Study

The problems of the study were;

1. What were the perceptions of the second grade students at SMP Islam Al-Azhar Cairo Palembang toward the use of digital reading in their reading comprehension?
2. How were the second grade students' reading comprehension at SMP Islam Al-Azhar Cairo Palembang?

1.3 Objectives of the study

Based on the problems above, the objectives of this study were;

1. Explored the perceptions of the second grade students at SMP Islam Al-Azhar Cairo Palembang toward the use of digital reading in their reading comprehension
2. Found out the second grade students' reading comprehension at SMP Islam Al-Azhar Cairo Palembang

1.4 Significances of the Study

The writer expects that this study will be beneficial in English Education. First, this study can be as an alternative way or better strategy for the English teachers or lecturer in learning process, and also teacher will be easier to transfer their knowledge to reach the aims of study through digital technology. Second, for the students this study can motivate them in order to actively be involved in learning process, to attract students to read English text, and to develop EFL students in reading skill. Third, it is also hoped that this study can be valuable for researcher because the result of the study provides some informative input to conduct another investigation in the same field in different contexts.

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