

**PRESERVICE ENGLISH TEACHERS' EVALUATION OF ONLINE  
READINGS**

**A Thesis by**

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**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY  
PALEMBANG  
2020**

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## DECLARATION

I, the undersigned

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Certified that Thesis entitled “Preservice English Teachers’ Evaluation of Online Readings” is my own work and I did not any 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 this work.

Palembang, December 2020

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## **DEDICATION**

**In the name of ALLAH—the Most Compassionate, Most Merciful. This thesis is wholeheartedly dedicated to ALLAH SWT, because without His permission and power, I definitely will not be able to complete my thesis. All praise is for ALLAH—  
Lord of all worlds.**

**To the beloved ones, MY PARENTS, Wirawan Marsuzie & Rosita, who always support me whenever I feel tired, and cheer me up whenever I feel sad.**

**I know, just saying “I Love You” is never enough to express “Thank You” for all the things that you give to me until now.**

**With this, your little son, dedicated this thesis to you as a proof how much I love you.**

.....

### **Mottos:**

“Do not falter or grieve, for you will have the upper hand, if you are ‘true’ believers.” (Q.S 3:139)

“Allah does not charge a soul except [with that within] its capacity.” (Q.S 2:286)

“Perhaps you dislike something which is good for you and like something which is bad for you. Allah knows and you do not know.” (Q.S 2:218)

“...And whoever is mindful of Allah, He will make a way out for them, and provide for them from sources they could never imagine...” (Q.S 65:2-3)

“Aku tidak berusaha untuk menjadi lebih baik dari orang lain, aku hanya berusaha untuk menjadi lebih baik dari diriku yang kemarin.” (Pidi Baiq)

“Tugas kita adalah ikhtiar dan berdoa, hasilnya Allah yang menentukan. Dan setiap ketetapan Allah, itu pasti yang terbaik.” (Ustadz Adi Hidayat)

## ACKNOWLEDGMENTS

Bismillahirrahmanirrahiim. Alhamdulillahirrabbi'l'alam. Thanks to Allah SWT-- Lord of all worlds. Because, with His permission and power, I am able to finish my thesis for one of the requirements to complete the study on S1 degree of English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Sriwijaya University.

This thesis would not have been possible without the inspiration and support of many wonderful individuals. I would like say thank you to all of them for being part of the journey. I owe my deepest gratitude to my beloved advisors, Sary Silvhiyany, M.Pd., M.A., Ph.D. and Hesti Wahyuni Anggraini S.Pd., M.Pd. Both of them are one of the amazing people that I ever met in my life. Without their advice, support, and never-ending patience this thesis would hardly have been completed. Their guidance during consultation were so valuable for this thesis.

I would like to express my gratitude to the Dean of Faculty of Teacher Training and Education, Prof. Sofendi, M.A., Ph.D., and all his staff members, the Head of Language and Arts Education Department, Dr. Didi Suhendi, M. Hum., the Coordinator of English Education Study Program, Hariswan Putra Jaya, S.Pd., M.Pd., and also the admin of the English Education Study Program, Nopieghtrie, S.P., for their assistance in all administrative matters. I also would like to say thank you very much for all the time, knowledge, suggestions, corrections, and valuable advices to all lecturers, including examiners, Dr. Mgrrt. Dinar Sitinjak, M.A., Dr. Ismail Petrus, M.A., Erlina, S.Pd., M.Pd., M.Ed., Lingga Agustina Suganda, S.Pd., M.Pd., and Dedi Kurniawan, S.Pd., M.Pd.

After that, I also want to say thank you to all my friends that had spent their time to answer all of questions, including all of my stupid questions. Thank you, Desi, Mei, Bolivani, Sinta, Mansyah and all of the member of Dugong Family (Anjas, Daniel, Dimas, and Marsya) who always supported me and reminded me to finish this thesis. Also thank you to every member of group "InsyaAllahSemhasNovember" who always struggle and accompanied me to finish this thesis. Last but not least, to all of the member of SEESPA 2016, thank you so much for the friendship and experience along these 4 years.

Finally, I wholeheartedly thank to all my family, especially mom and dad, who endlessly love, help, and support me until now. I am so grateful to them for always being there for me. I realized that I will never able to repay what they have given to me, and the

only thing that I can do is always doing my best to make them smile because of me. Without them, this journey would not have been possible, and I dedicate this milestone to them.

Muntok, 2020

The Writer



Reztu Prawira

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## PRESERVICE ENGLISH TEACHERS' EVALUATION OF ONLINE READINGS

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### ABSTRACT

The existence and the freedom of internet has been integrated among our students that forced them to live in the midst of rapid and rich information environment in daily basis. Thus, students necessarily need to learn how to determine credible information that they found on the internet correctly. However, the limitation of teachers in assessing students' ability in evaluating online reading sources could be a problem. Therefore, this study tries to assess students' performance and to find out their difficulties when doing online literacy reasoning. This study applied case study design. The subject of this study was 31 students of English Education Study Program of Sriwijaya University in Palembang Class. The data were collected by using the Online Information Assessment by Silvhiyany, Huzaifah and Ismet (2020) and were analyzed the performance by using percentage and describing them based on the result of assessment by using OCLA rubrics, and interview in relation to their perspective of the online literacy reasoning via WhatsApp personal chat. The result showed that the students still struggled to determine the credibility of online sources, and most of the time they even rarely asked a fundamental question, such as authorship or source of the post. The students judged the credibility based on the appearance and surface features of the page. Moreover, students' interest towards online readings and their current mood at the moment will affect their performance in evaluating online sources.

**Keywords:** *internet, online literacy, assessment, credibility, online reading sources*

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# **CHAPTER I**

## **INTRODUCTION**

This chapter consists of (1) background of the study, (2) limitation of the study, (3) research questions, (4) objectives of the study, and (5) significance of the study.

### **1.1 Background of the Study**

As human beings, we are blessed to have an ability to think. The ability was given to make us able to learn something. We have so many different ways in learning, and one of them that human do is reading. Reading usually defined as an activity where someone looking at some group of words or some sentences and getting meaning from them. However, according to Frankel (2016), reading is not only about a combination of information from a text, but also an ability that possessed by reader that based on their experiences and relationships.

In reading, we use our thinking ability to analyze information, then drawing a conclusion based on what we read. However, in some cases, human sometimes mistakenly analyze an information that makes them draw a false conclusion. It was happened because of poor critical thinking skill that they have. Meanwhile, critical thinking is an important skill in reading.

Due to rapid information era, reading is not merely about reading a lot of books, but what is more necessary is being able to read critically so that we can be safer from false information. In addition, someone who is able to use critical thinking skill in terms of reading is often referred to as a critical reader. However, According to the study that was conducted by McGrew et al. (2018), students these days still have difficulties in some basic evaluations such as questioning the authors, sources, and evidence. Consequently, they have to learn read something critically and analytically, not only get maximum score on their assignment, but also in their daily reading activities.

Meanwhile, in this rapidly developing technology era, reading sources are no longer found only in libraries, weekly magazines, and newspapers. According to Verma and Malviya (2014), internet causes people to learn something so fast

with easier method and experience, one of the good examples is reading experience. Readings that previously could only be written on a paper, now can be found in the digital form, such as newspapers. It is usually defined as online reading or online literacy. In the past, in order to obtain information, we needed to subscribe to newspapers every day, and now we can find all the news on our computers and smartphones.

These days, most of the education institution uses the internet for education purpose. It becomes an important resource for students. Based on the conclusion of the study of Jones & Madden, 2002; Lenhart, Simon and Graziano, 2001; Metzger, Flanagin and Zwarun (2003), it can be concluded that students today rely on the Internet in their assignment in school, instead of lend a book in libraries and text books. They tend to use google search to help them to finish their assignment.

Despite its convenience, online literacy certainly has weaknesses, especially for the people that are not prepare to critically evaluate the information. Because of internet freedom, anyone can publish anything on the Internet. It possibly can cause ambiguous or false information spread to our society. According to Hobbs (2010); Mihailidis & Thevenin (2013), every citizen necessarily needs to have an ability to find out whether the information they encounter on the internet credible or not. Because of that, in terms of reading, people should not only be taught to read but also evaluate their reading, whether it is reliable or not. This will become a serious problem if someone spread information without even thinking whether it is a truth or false, or what we called as a hoax.

Due to increasingly widespread hoax news on the Internet, students really need to learn how to evaluate online sources. By evaluating, readers will become more critical towards the reliability of information. However, in our education, the skill about evaluating online literacy is not explicitly written in a curriculum. Consequently, it will lead students to obtain untrustworthiness information of what they found on the internet. This is happened because students do not intend to find about credibility and trustworthiness source on the internet.

According to a research of Hargittai et al. (2010) and Westerwick (2013), when the students are trying to find information on the Internet, they often think that the most credible information is the highest result on a search engine they were

using. The study also supported by the research of Pan et al. (2007) when they do experimental research by creating a fake result in the search engine in order to put relevant results in the bottom of the page, students still consistently think the most reliable was the top results. In other words, those students still did not evaluate a reading source well, because they only used the highest results of a search engine as a standard on how reliable the source is.

A study by Hargittai et al (2010) state that students rarely questioning about authorship of information and did not try to find out the credibility of the authors they encounter in online source. At least, by questioning authorship of post in online source, we have already made ourselves engage as critical readers. Moreover, according to McGrew et al. (2018), questioning “who is the author behind the information?” is the first and foremost step to do in order to determine the credibility of a source.

In this study, the writer assessed pre-service teachers of English in Sriwijaya University evaluated online literacy. To be specific, the writer wanted to see the seventh semester students of English education study program of Sriwijaya University in Palembang class performance and what difficulties they face when doing online literacy reasoning by using Online Information Assessment which was adopted from a research by Silvhiyany, Huzaifah and Ismet (2020).

Nevertheless, as a student of English Education, in some circumstances, the writer still has had trouble in determining the reliability of English online literacy. The reason of the writer chose the seventh semester students of English education study program of Sriwijaya University in Palembang class as a research sample because they have taken reading class for almost three years which means their experience and knowledge in reading should be be sufficient time already. It is likely the students are good enough in reading.

Based on the result of the study, the writer expect this study could help the teachers and lecturers to find out the reading ability of students in the following semester. The writer focuses on online literacy because considering that students these days rely more on the internet and if they do not know how to distinguish a trusted or unreliability source then it will lead them to a false information or hoax.

## **1.2 Limitation of the Study**

There are many things about online literacy, so the writer limited the study only to find out the performance of the pre-service teachers of English in Sriwijaya University in evaluating online literacy and the difficulties when they do the online literacy reasoning. The writer is going to find out those problem by doing a test about online readings and some questions that are going to be asked to the students in an interview.

## **1.3 Research Questions**

In this study, there are two research questions which are going to answer, as follows:

1. How do pre-service students of English perform on the assessment of online literacy reasoning?
2. What are the difficulties the pre-service students of English face when they do the assessment of online literacy reasoning?

## **1.4 Objectives of the Study**

According to the research questions above, the writer is going to focus on several objectives. The objectives of this research are presented as follows.

The objectives of this study are:

1. To find out how pre-service teachers of English perform on the assessment of online literacy reasoning.
2. To find out what difficulties the pre-service teachers of English face when they do assessment of online literacy reasoning.

## **1.5 The Significance of the Study**

### **1.5.1 For Lecturers**

After completing the study, the writer expects that the results of the study would give some perspective to teachers and lecturers about how to resolve the difficulties of English Education Study Program students when doing online literacy reasoning.

### **1.5.2 For Students**

After completing the study, the writer expects the students to aware about their own difficulties to evaluate English online reading sources whether it is credible or not.

### **1.5.3 For Researcher**

After completing the stuy, the writer expects the results of this study would become a useful data for further researchers that are going to do a study with the same topic.



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