

# **DIGITAL READING ON READING COMPREHENSION: FROM STUDENTS' PERCEPTIONS INSIGHT**

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## **ABSTRAK**

This study aimed at investigating the advanced students of English education department perceptions at University of Islam Malang toward the use of digital reading on reading comprehension. The populations of the sample were from the eighth semester students of English Education Department at UNISMA. The researchers evaluated the study by conducting the interview session to the respondents which the interview brought up six items of question related to the research problem of the study. The results found there were positive responds from the participants. They are interested using digital reading for assisting reading comprehension activity. Digital reading benefits were found as a flexible, motivational, and practical tool for assisting reading comprehension. Introducing the role of technology for reading comprehension could be recommended as the respondents stated the implementation of the method assist students in reading comprehension process.

**Keywords:** Reading, Reading Comprehension, Digital Reading, Students' Perceptions

## **INTRODUCTION**

Reading comprehension is an entangled whole. Although, its meaning eventually has the dissimilar aspect of the actual definition. According to Karatay (2011), despite both aspects between reading and comprehension being different, they are a whole package that needs continuous improvement in education. The learning shift between online and offline learning started since the global pandemic occurs at the beginning of 2020. Therefore, in particular, mobile devices are considered to be useful for learning both in and out of school and thus thought to be valuable (Wagner, et al., 2014).

Cultural content also impacts their thinking process in reading comprehension. In some studies, it is stated that there are several difficulties in reading which impact the students' comprehension (Iklima, et al., 2020). Aside from that, English students should be willingly read passages although the activities seem burden EFL students. Most students

assume reading as an unpleasant activity. In contrast with this reality, the university students must take the reading skill courses from semester 1 to semester 4, where they are “forced” to read any text types. Most of texts are related to academic purposes (Ni'mah & Umamah, 2020). In the classroom context, literacy educators seek to teach reading by focusing on the comprehension of individual passages through the use of exercises that look at discrete points that are believed to form texts (Yunus & Ubaidillah, 2021).

Technology developments provide a wider range of resources for utilizing such facilities in teaching and learning. Many studies found that using digital technologies is useful in language learning and teaching. Such conclusions are found not only with help of surveys and questionnaires but also the students; and teachers' perceptions and observations show the same results (Ebrahimi, 2016). Since the emergence of mobile technologies, the use of mobile devices and services have continued to increase progressively at different rates in the field of education (Arif et al., 2022).

The previous researcher considered fully literate in the 21st century, a person must be able to collect, evaluate, and use digital resources to problem solve and make informed decisions (Gilbert, 2017). In addition, Gilbert (2017, cited Armstrong and Warlick, et al., 2004) the increasing use of digital libraries promotes digital reading and forces students to move beyond the realm of paper-based texts. Therefore, taking the digital reading as the role of the educational technology is suggested to lead reading process.

The education world must innovate as a whole. Thus, All the devices take roles in the educational system, therefore the impact of a successful education system can be gained from its impact. Throughout the world, new technologies are dominant in all parts of life. As said by Jonassen (1999), the use of technology possesses many benefits to educational environments, like the improvement of the students' critical thinking. The ICT study that had been done by previous researchers showed that students' motivation increased as the lessons became more enjoyable, and they were happier when ICT was integrated into the EFL curriculum (Arif et al., 2022).

As a consequence, previous researchers strongly indicated as the ESL classroom makes the necessary transition from its traditional print-focused literacy teaching methods toward a digital text environment, its teachers, as well as the profession itself, must connect with the digital role by examining how second language learners perceive different text types and what cognitive processes and strategies they employ to comprehend what they are

reading. There is the support of researchers for this situation as it is discussed before. As a teacher of the English language for a long period, it is discovered that a lot of students of the English language face complication in reading comprehension (Saqr, 2021).

In addition, the present researcher concludes if foreign language teachers (FL) do not train their students in current technologies that can play an important role in their recovery. Many teachers are not even sure how to apply and practice and where to start reading and focus on digital reading. In implementing support for reading progress, teacher should give an advance assist method for the successful learning. To have better reading comprehension, teachers should have a method which is prepared well before it is applied in the classroom (Ayun & Yunus, 2017). Thus, this research is originally aimed to evaluate how students exhibit their thought to achieve reading comprehension progressively through digital reading tools in their reading comprehension.

## **METHODE**

In this study the researcher used qualitative approach as the research design. The recent study used a qualitative approach which was used to disclose perceptions and attitudes to achieve the potential of light on students' use of English digital learning in reading comprehension. The research was carried out by aiming interview as the instrument of the study. The participants of the study consisted of five students from eighth semester of English Education major at University of Islam Malang.

In this case, collecting the data was started by the researcher by directing participants to be confirmed as the source of the interview session and inspected their experience in using digital reading. Accordingly, the participants were interviewed to review their perceptions about the topic referred to as research problems personally. The following researcher provided six questions that discussed the topic of this study. The researcher collected the answers reduced and summarized them through recorded tape. Then, the data was collected and interpreted based on the study's need.

## **RESULT**

The findings that are discussed in this section are the result of a review of the frequency of responses from surveys conducted with students, complementing it with students' opinions who participated in the interview. Based on these results, further analysis

was carried out in this section. the understanding indicated by the student's answers. The researcher analyzed in-depth students' perceptions by discussing 6 questions obtained from the researcher and discussing 5 responses obtained from the participants of the interview. The data that would be discussed came from the results of the interpretation of the interview that was conducted by the researcher via personal WhatsApp.

#### 4.1 Table of Conclusion Result of Each Item of Question

| No | Student's name | Q.1<br>The interest in using digital reading | Q.2<br>The obstacle while encountering the digital reading | Q.3<br>The benefit of reading comprehension | Q.4<br>The scale of comprehending text through digital | Q.5<br>Does making a habit to use digital reading increase reading comprehension? | Q.6<br>The perception of digital reading                           |
|----|----------------|----------------------------------------------|------------------------------------------------------------|---------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 1. | AIB            | Interested                                   | Small font to read                                         | Practical                                   | Average                                                | Yes                                                                               | Good idea to use E-book for adding other sources                   |
| 2. | RIY            | Interested                                   | Vision interference                                        | Practical                                   | Average                                                | Yes                                                                               | Motivate to comprehend text for its sophisticated                  |
| 3. | IRM            | Interested                                   | Didn't find the obstacle                                   | Help find much passage                      | Average                                                | Yes                                                                               | Students should get used to it to help their reading comprehension |
| 4. | AA             | Interested                                   | Vision interference                                        | Flexible for comprehending text             | Average                                                | Yes                                                                               | Reading digitally is practical for helping in reading              |
| 5. | RVF            | Interested                                   | Frustrated by blurry text                                  | Practical                                   | Average                                                | Yes                                                                               | Reading digitally is efficient                                     |

##### 4.1.1 Final Summarizing of Each Answer of The Question

In this section, the explanation is delivered and written down by the researcher to conclude clearly what is summarized in each number of questions that was carried out by the whole fifths of the participants regarding their opinion towards digital reading in reading comprehension.

First question indicated All the participants responded that they had experienced reading digitally, and they tend or are interested to use the tools for enhancing their reading experience furthermore.

Second question showed all the participants responded they had similar obstruction as what was uttered, they stated vision interference was the problem that they encountered.

Third question revealed that most of the participants mentioned the benefit of digital reading is practical. Reading digitally is practical to assist participants' comfort in reading comprehension.

Fourth question showed that the whole participants mostly answered reaching an average level when they comprehend text through digital reading. They did not find any difference when they do in the printed text.

Fifth question Mostly the participants responded yes to the frequency of using digital reading could increase reading comprehension.

Sixth question resulted that nearly all participants said digital reading provides efficient, motivational, and practical advantages. They had similar responses as reading is agreed to be used in assisting reading comprehension. Its sophistication attracted them to give positive responses to the idea of digital reading in reading comprehension.

## **DISCUSSION**

Based on the findings of this research, the experience of using digital reading has mostly ever been employed by the participants. The educational purpose was mostly mentioned as the reason digital reading is preferred to be used for furthermore. Most of the participants ever had been taught using digital reading. Although sometimes participants encountered vision interference towards the screen radiation. They claimed that e-books or other reading sources were carried out mostly when they had class during the pandemic. This statement is on the same line as the previous study, Ebrahimi (2016) stated these students mentioned the same reasons for their choice such as being able to search online with no difficulty in the shortest time if they find difficulty in understanding any word or even the whole text, being equipped with audio or visual elements in the written text, or even the exciting pleasure of using the technology itself.

In this part, the participants felt supported by using digital reading as a motivation. Participants with positive responses were comfortable with digital technology use in their reading activity. Participants proposed the idea of reading digital is efficient, flexible, and pleasurable. Then, the student is very enthusiastic and loves to read, the more determined and committed they will be to the task of reading. As what resulted in the previous page, the participants normally agreed with the statement of if something is done regularly, it increases the standard of habitation. Therefore, considering the routine of using digital reading could upgrade the reading comprehension quality.

Also, the use of digital reading could assist the quality of students' experience in reading comprehension. The participants admitted reading digital helps them, moreover in the reading comprehension aspect. The sophistication that is provided by the appearance and its function can captivate readers to stay use the tool to exercise the behavior of using digital reading. The application of these methods has allowed important advances in our understanding of integration and evaluation processes during the reading of sentence pairs and is likely to do the same in the future for our understanding of comprehension processes in digital reading (Salmerón et al., 2018).

## **CONCLUSSION**

Based on what was descriptively written in the previous chapter, the researcher tried to make in short conclusion over this study which is titled about advanced English Education Department students' perception of digital reading in reading comprehension. Overall, this study gained a positive behavior towards exploring the participants' perceptions. The common thing that respondents shared regarding the perception was, that it was interesting enough to use digital reading's sophisticated for reading comprehension. However, the reading competence was increased based on participants' experience using the tool.

Another finding that refers to the second research problem in this section is the excellence of the tool provided trendy benefits to stir participants to keep liking the advantages of digital reading such as flexibility, motivation, and practical digital reading. The motivational aspect of reading digitally makes students see motivation as positive, being one of the factors which helps improve overall reading comprehension skills. In the surveys, most participants mentioned reading could be fun, stimulating, and pleasurable. Hence, readers felt pleasurable when digital reading was employed to make readers comprehend the text.

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