

# LEARNERS' PERCEPTION ON THEIR ONLINE READING COMPREHENSION AT ENGLISH EDUCATION DEPARTMENT

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**Abstract:** The aim of this study is to know the learners' perception on their online reading comprehension learning at the English Education Department at the second semester of University of Islam Malang. A qualitative approach research design was used in this study. The participants are 30 students from second semester of English Education Department, class 2A and 2B. The instruments used to collect the data were questionnaire. The questionnaire consisted of 30 statements. Google Form was used to obtain the data and the result was used to analyze the data. As a result of the study, the researcher concluded that the benefits of online reading have had a substantial effect on the knowledge of learners' comprehension, and that students have strongly focused on the educational evaluation they read. The are advantages; the convenience when you understand the text because of the design/facilities, save print paper, transparent screen without bad printing quality, improve online translation, helpful to understand information, important to improve reading skills and the disadvantages; Incapability to leave a mark and make a notation, exhaustion of read many sentences on the light screen, and the distractions.

**Key Words :** Learners' Perception, Online Learning, Reading Comprehension

## INTRODUCTION

English is one of the important elements in education to develop human resources. It is being expected to be able to make people conscious about future where English will be used in all fields even now English can be found easily everywhere and every time. (Kumaravadivelu, 1991) said both learners and teachers have their own expectations of what language teaching and learning is all about. In addition,. Nunan (1989:177) as quoted in (Barkhuizen, 1998) argued that 'no program can claim to be genuinely learning-centered unless the particular needs and desires

of the learner relate to them. Therefore, the learning mechanisms must be taken into account ". English is one of essential subject in the curriculum.

*Kurikulum adalah seperangkat rencana dan pengaturan mengenai isi maupun bahan kajian dan pelajaran serta cara penyampaian dan penilaiannya yang digunakan sebagai pedoman penyelenggaraan kegiatan belajar-mengajar di perguruan tinggi.*

The quote above informs the meaning of curriculum, according to *Pedoman Akademik Universitas Islam Malang Tahun 2016/2017*, is a great deal of plans and courses regarding the substance and material of studies and activities similarly as the way wherein they are presented and their assessment used as rules for the execution of teaching and learning practices in tertiary establishments. The curriculum used in teaching and learning in English Education Department University of Islam Malang is the curriculum that arranged according to several stages; determination of graduate profiles, determination of graduate competencies/ learning outcomes, assessment of the contents of competency elements, determination of study materials or teaching materials, estimation and determination of the burden and formation of courses, curriculum development and preparation of higher education, and curriculum structure preparation. The result of the discussion is the list of subject. In English subject, there are four skills that students have to master in order to improve their achievement. Reading skill is the most important skill to be learned because with good reading skill, students will have good writing skill, speaking skill, grammar skill and also good knowledge.

During the reading practice that is essential for developing reading fluency (Snow, Burns, & Griffin, 1998) As in the curriculum of English Education Department in University of Islam Malang, reading subject is taught for 4 semesters; Reading 1 in the 1<sup>st</sup> semester, reading 2 in the 2<sup>nd</sup> semester, reading 3 in the 3<sup>rd</sup> semester, and reading 4 in the 4<sup>th</sup> semester, in other words, the students have to learn about reading skill to help them understand the material in learning English well, with good reading skill, students will have good writing skill, speaking skill, grammar skill and also good knowledge.

According to (Alverman & Earle, 2003) without the skills of reading comprehension and the motivation for reading to learn, students' academic progress is limited. Other experts stated that a vital issue for educational psychology is investigating the characteristics off effective instruction for reading comprehension (Hiebert & Raphael, 1996). In addition, (Kent, 2002) said that "reading comprehension includes interaction, perception, experiences thinking, learning,

association, affect, and configuration processes of individual that are considered to be a complex process implicate multi-faceted". The growing of knowledge based instruction for reading comprehension is rightly directed to identifying classroom practices with known effects on specific aspects of reading and major focus of this research has been on identifying effective reading strategies to raise children's comprehension (Block & Pressley, 2002). Another definition by (LaBerge & Samuels, 1974) stated that successful reading comprehension requires the combination of automatic, unconscious processes and controlled, strategic processes.

In learning today, a widely media that support education particularly is Online Learning. According to Chen (2013), regardless of the significance of learning online techniques to adapt to the reading difficulties referenced above, EFL (English as a Foreign Language) students in Taiwan are reported to be overpowered with English online materials on the Internet. Newest research on online reading techniques have explored whether Web-based reading is advantageous in the understanding of language abilities (Singhal, 1999) and whether techniques used facilitate Web-based learning (Chang, 2005). This statement is approved by Cole (2000), Online learning permits learners to perform learning and showing exercises anytime. Research in the region of online reading techniques in L2 has mostly refers around three aspects: naming and arranging online reading techniques utilized with the contexts of English as a foreign Language (EFL) and English as a Second language (ESL), looking at print and online reading techniques and considering the impacts of technique use in Web-based learning environments on reading. Khan (1997) stated that "online guidance as an inventive way to deal with conveying guidance and materials of figuring out how to control crowd the utilization of the web as the media". Based on the background of the study above, the researcher formulated the problems as follows:

How are the learners' perception about online reading comprehension learning in English Department University of Islam Malang?

Learners' perceptions are a process that provides the basis for ability to understand, learning and motivating a particular action or response (Greenberg & Baron, 2008). Everyone may have different perspectives for suggesting information and interpreting a message, even though they have the same view. Davis (1989) explained that learning perceptions consist of two cognitive beliefs; learning perceptions of the effectiveness of the object (PU), this is the skill to use new technologies with little or no complexity. The understanding of learners has not been recognized as a basis for the evaluation of distance learning in the Advancement of Quality

Standards (Irele, 2013; 2011; Jung, 2011). According to Fydenberg (2002) and Jung (2011), previous work has described distance education success primarily from the point of view of program providers and not from the point of view of learners.

Many experts gave the definitions about reading comprehension. Meniado (2016) and Rumelhart (1981) stated that Reading comprehension is a complicated process that includes parts, procedures, and components with the point of discovering better methods of improving it among students. He continued that reading comprehension is an intelligent procedure of discovering meaning from a text. Hermosa (2002) and Meniado (2016) expressed that reading comprehension is a progression of psychological exercises that incorporate a lot of measurements like the comprehension of words and their meaning, mindful response, and combination. According to Pressley (2000) and Birsch (2011), characterized reading comprehension as the capacity to get significance based on what is read. Block (2004), Graves, Juel, and Graves (1998) stated that reading comprehension is a complex procedure wherein readers have a significant part in making meaning from the content through applying existing aptitudes.

Reading is viewed from various ways. A generally perceived issue faced by students all through the ESL/EFL world is that of slow reading (Hamp-Lyons, 1983; Cooper, 1984). Anderson & Pearson, 1984; Decant, 1991; Mullis et al., 2009 have shown that reading is significantly contributed to one's personal and intellectual development, further studies, job success, and career development, and the capability to meet changes. Kim and Anderson (2011) and Salehi, Lari, and Rezanejad (2014) stated that reading has a key part in finishing all university courses. Although EFL students are capable in their language, they sometimes have many problems in understanding texts. According to Block (2004), construct and structure the intellectual development is the main goal of reading (Epcacan & Demirel, 2011:123). Reading is an ability in which the text given is construed by us. This skill is used for personal growth and development. Reading skills assist a learner's mastery of other areas of Language Learning (Anderson, 2003).

According to Anderson (2008: 8), in activity of comprehension, the readers must have level of reading comprehension, those are; First, Literal comprehension can be described as comprehension of ideas and information, so that the reader can learn more about the content of the text. Second, Interpretive comprehension means that readers are summarized using their own

word of meaning. It's used to learn how well they understand. Third, Critical comprehension, the reader should interpret, assess and obtain information. Why the reader must have those levels of reading comprehension because those can help the reader to reach their comprehension of the content and get their imagination in drawing about the content of the text. Some useful things will be obtained by the readers, for example the reader will increase the understanding of the written text; also, they can recall the text that has been read.

The reading process includes three main stages described by Grabe and Stoller in Murcia, Brinton and Snow (2014). These three steps are listed;

**Table 2.1**

<b>Reading Lesson Stage</b>	<b>Objective</b>
<b>Pre- Reading</b>	<ul style="list-style-type: none"> <li>- Establish a purpose for reading</li> <li>- Tap prior knowledge</li> <li>- Provide information needed for comprehension (e.g., key vocabulary, important concept, background)</li> <li>- Set up expectations</li> <li>- Stimulate interest</li> <li>- Build confidence and motivation</li> <li>- Explore text organization</li> <li>- Model and practice common pre-reading strategies</li> </ul>
<b>During-Reading</b>	<ul style="list-style-type: none"> <li>- Guide reading to facilitate comprehension (e.g., by asking students to fill in a graphic that reflects relationships among ideas in the text)</li> <li>- Helps students construct meaning and monitor comprehension</li> <li>- Give students opportunities to connect what is read with what is known, to evaluate what is being read</li> <li>- Support ongoing summarization</li> <li>- Model and practice common strategies used at this stage</li> <li>- Promote discussion that support comprehension and strategy development</li> </ul>
<b>Post-Reading</b>	<ul style="list-style-type: none"> <li>- Check comprehension</li> <li>- Explore how text organization supports comprehension</li> <li>- Provide opportunities for fluency development</li> <li>- Give students opportunities to summarize, synthesize, evaluate, elaborate, integrate, extend, and apply text information</li> </ul>

Online learning is regularly advanced as an flexible way to deal with education, with flexibility being touted as a part of educational condition that is democratizing and appealing (Blayone et. al., 2017; Serhan, 2010). Colleges develop their online learning contributions

(Bates, 2018), as online learning basically turns out to be progressively "ordinary," it turns out to be dangerous to comprehend the regulating talks that give shape to how we comprehend flexibility in this circumstance. Alfehaid (2018) stated

"online language learning materials are abundant, and the greatest difficulty now is to find a way to organize guidance through this medium. Result have shown that the online learning approach has had a significant impact on the knowledge of learners' vocabulary, and students have strongly commented on the educational assessment they read during the semester.

## **METHOD**

This study aimed to know the learners' perception on their online reading comprehension learning. A qualitative design was used to conduct this study. Creswell (2007) described the qualitative research technique as a process in which the research problem is studied in its natural setting rather than in which subjects are studied in a laboratory. The participants of this research were 30 students of second semester in English Department of University of Islam Malang (Class A and B). The researcher wants to explore deeply, whether the students' perceptions of online reading are positive or not.

This study uses questionnaire as research instrument to collect the data to know the learners' perception of the online reading comprehension learning. The result of the questionnaire showed the students' perceptions of their online reading comprehension learning. The researcher adopted the questionnaire from the previous study conducted by Yogurtcu (2013), Tseng (2015), and Torres (2017). This questionnaire used English Language. The questionnaire is consisted of 30 statements and each statement has five alternative responses from 1 to 5: strongly agree, agree, neutral, disagree and strongly disagree.

Two classes were chosen as the sample. After the sample was taken, the researcher distributed the questionnaire to the participants to know their perception about online reading comprehension learning. The researcher used Google form to distribute the questionnaire due to the global pandemic of Covid 19. In the Google Form, the researcher gave explanation about how to answer the questionnaire as an opening. To achieve the reliability and make sure that each participant understood about the questionnaire, the participants could ask some questions about the questionnaire through WhatsApp group chat. The data were obtained from the research instrument. After the participants filled out the questionnaire, the researcher analyzed the data

from the questionnaire. The researcher analyzed the data from the Google Form responses, Google Form showed the responses of every item in the questionnaire. The result of the responses was in the form of percentage which used by the researcher to describe the participants' answers from the questionnaire.

## FINDINGS AND DISCUSSIONS

The purpose of this study is to find out the learners' perceptions of reading comprehension through online learning. This study used descriptive analysis to describe the data collected from the instruments. After analyzing the data, the researcher found about the influencing factors contributing to read text online, the students' perception about online reading comprehension learning, the students-perceived advantages of reading online and the students-perceived disadvantages of reading online. The results showed that most of students had the same positive answers for all questions.

### Students Perceptions about Online Learning Comprehension

No.	Question	SA	A	N	DA	SD A
1.	The use of allows the system, cursor keys and web links; these functionality supported me interpret text.	27.3%	24.2%	45.5%	3%	0%
2.	The eye fatigue when reading on the screen disturbs me when I understand the text.	36.4%	30.3%	30.3%	0%	3%
3.	The size of the letters on the text defines how I read the text.	36.4%	36.4%	21.2%	6.1%	0%
4.	The background color of the text influences the way I read.	33.3%	30.3%	27.3%	6.1%	3%
5.	The inability to leave mark or take notes makes it easy for me to understand the text.	12.1%	24.2%	51.5%	9.1%	3%
6.	I always pass the sentences that difficult to understand when I read the text.	15.2%	18.2%	30.3%	33.3%	3%
7.	I can define the parts that I did not understand from the text.	6.1%	30.3%	57.6%	6.1%	0%
8.	I can complete to read the whole text.	9.1%	48.5%	27.3%	15.2%	0%
9.	I understand any text.	0%	15,2%	42.4%	36.4%	6.1 %
10.	I can grasp the main idea of the reading in the text related to images.	6.1%	39.4%	33.3%	18.2%	3%
11.	I get high marks on reading comprehension.	9.1%	9.1%	60.6%	21.2%	0%

12.	I can read without the guidance of my teacher.	6.1%	33.3%	39.4%	18.2%	3%
13.	I can determine mind idea and supporting idea of texts.	3%	24.2%	60.6%	9.1%	3%
14.	I can explain and summarize after reading.	3%	63.6%	30.3%	3%	0%
15.	I can make up my mind during the reading.	0%	45.5%	42.4%	9.1%	3%
16.	I can complete the reading although the reading is boring.	3%	24.2%	30.3%	33.3%	9.1%
17.	I can ask question after reading.	3%	30.3%	54.5%	9.1%	3%
18.	I can make accurate predictions about the texts I read.	6.1%	21.2%	54.5%	15.2%	3%
19.	The online reading activities are useful to understand text in English..	6.1%	39.4%	39.4%	12.1%	3%
20.	The online reading activities helped me to get more interested in reading the text.	18.2%	9.1%	54.5%	12.1%	6.1%
21.	I can easily understand the text from online reading activity.	9.1%	9.1%	69.7%	6.1%	6.1%
22.	The Convenience when you understand the text because of the design/facilities.	18.2%	42.4%	33.3%	6.1%	0%
23.	Save printing paper.	27.3%	48.5%	15.2%	9.1%	0%
24.	Clear screen without bad printing quality	24.2%	33.3%	33.3%	9.1%	0%
25.	Improve my online translation.	9.1%	54.5%	33.3%	0%	3%
26.	Online learning is helpful to understand information.	12.1%	36.4%	21.2%	27.3%	3%
27.	Online learning is important to improve reading skills.	6.1%	27.3%	42.4%	15.2%	9.1%
28.	Incapability to leave a mark and make a notation.	21.2%	18.2%	48.5%	9.1%	3%
29.	Tiredness of read many sentences on the light screen.	36.4%	42.4%	15.2%	3%	3%
30.	The Distractions (tools and signal).	45.5%	27.3%	21.2%	3%	3%

The percentages were used by the researcher to analyze the data. Based on the results of the questionnaire, the researcher found that most of students or respondents had various perceptions about online reading comprehension learning. The question on the table no. 1-6; the use of allows the system, cursor keys and web links; these functionality supported me interpret text, the eye fatigue when reading on the screen disturbs me when I understand the text, the size of the letters on the text defines how I read the text, the background color of the text influences the way I read, the inability to leave mark or take notes makes it easy for me to understand the text, and I always passing the sentences that difficult to understand when I read the text.



Based on the data the majority of students confirmed that online learning benefits their reading. In the overall data, most of the students agreed that the feature in online digital platforms benefits them in their reading. This indicated that online learning gave beneficial support to the students' reading performance. Recent studies on online reading have investigated whether Web-based reading is beneficial in the attainment of language skills strategy with Web-based facilities (Chang, 2005). Many studies have demonstrated positive effects on computer-assisted reading strategy. According to Huang (2009), the study found that web-based reading instruction can improve the students' reading comprehension and the use of reading strategies and digital media feature can facilitate reading process.

Based on the overall data in table regarding to support of online reading to reading activity, the data reported 35,36% of the students agreed that online media supported their activity in reading. However, the highest percentage is at neutral for 45.71%. In considering the higher percentage at benefit proportion, the researcher concluded that the activities of reading through online helped the students to understand the text easily. In contrast to the findings of Zarei and Amani (2018) who examined the effects of online reading on reading comprehension, according to him there was no significant effect of using online reading on reading comprehension. so it can be concluded that the use of online reading does not make it easier for students to understand reading.

Related to the advantages questions in online reading; the convenience when you understand the text because of the design/facilities, Save print paper, transparent screen without bad printing quality, improve online translation, online learning is helpful to understand information, and online learning is important to improve reading skills. The highest percentage was 48.5% of them stated agree to the statement of save printing paper. The students choose save printing paper because less their cost. This statement supported by Sarantis (2002), the use of IT is one of the best ways in most education to reduce operational costs by replacing paper that saves millions of dollars (as cited in Shah et.al. (2019).

The questions related to the disadvantages of reading online; Incapability to leave a mark and make a notation, exhaustion of many sentences on the light screen, and the distraction (tools and signal). The highest percentage was 48.5% students agree to the statement tiredness of many sentences on the light screen. The students chose this statement due to the light from the screen when the students read online that makes students' eyes work harder than usual. This statement

in line with the finding from previous research that based on Milliner&Cote, (2015) as cited in Ni'mah and Umamah (2020) which stated Long-term reading on electronic screens can be tiring and even more disturbing.

## **CONCLUSIONS AND SUGGESTIONS**

As a result of the study, the researcher concluded that the benefits of online reading have had a substantial effect on the knowledge of learners' vocabulary, and that students have strongly focused on the educational evaluation they read during the semester. The are advantages, they are: the convenience when you understand the text because of the design/facilities, save print paper, transparent screen without bad printing quality, improve online translation, online learning is helpful to understand information, online learning is important to improve reading skills and the are disadvantages, they are: Incapability to leave a mark and make a notation, exhaustion of read many sentences on the light screen, and the distractions (tools and signal).

The results of the study suggested that the lecturers use online reading comprehension to appraise their progress and also following this era. In conducting online reading, the lecturers should consider the availability and affordability of the facility that all of the students have to prepare for online reading.

For future researchers, in doing the similar study, the future researchers are suggested to use other instruments or analysis technique such as doing observation, interviewing students to know their perception, using quantitative analysis or mix method to obtain the different result of study.

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