

## STUDENTS' PERCEPTIONS TOWARDS DIGITAL TEXT READING

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### ABSTRACT

*This research is a survey research in line with finding out the dominant perceptions of UPT students of SMA Negeri 7 Ogan Ilir towards Digital Text Reading. The samples of the research were 87 students, 44 tenth graders and 43 eleventh graders. The researchers used collect the data. To analyze the data, the researchers used percentage analysis. The results showed that the students had positive perception towards digital text reading in their daily life. They often learn and do assignment using digital media because it gives positive experience, motivation and improve reading comprehension achievement. In conclusion, It is comfortable, flexible and helpful to search relevant additional text to study.*

**Keywords :** *Students' Perception, Digital Text Reading, Reading Comprehension*

### INTRODUCTION

Language is used as a means of communication, and it always takes place within some kinds of social context (Amberg and Deborah, 2009, p.2). Furthermore. Sulaiman (2017) presumes that the core function of language is to communicate one another. (p.75). By mastering a language, people can make sentences and express their ideas or thoughts both in spoken and written forms.

As the matter of facts, learning a language, like English means learning its four crucial skills (i.e. listening, speaking, reading, and writing), and as one of the important language skills, reading is needed to be mastered since it helps students speak or write well. Reading is not a single activity. It is a complex and engages with attitude and has different objectives and skills in tackling the papers (Liu, 2012, p.702). The ability to read is very crucial due to it backs up reading interest that enables reading comprehension improved.

Yet, reading interests of students nowadays is still low. Many of them were lazy to read. It was proved as the researchers conducted an observation. The researchers found out that the reading interest of the tenth and eleventh graders of UPT SMA Negeri 7 Ogan Ilir was so low, and it was caused by the lack of reading interest that made their reading comprehension achievement was under Minimum Completeness Criteria (KKM) which was 75. Yet, since January 2020, the school provided digital text reading as a media in teaching reading through mobile phones to

overcome students' laziness and boredom in learning reading texts. It is supported by Liu (2012) who assumes that digital reading is different from printed reading on a variety of characteristics and in digital environment, younger readers or students mostly like reading by screen-based reading behavior, and to gain a lot of information (p.92). It means that digital text is a such digital media of learning that helps students obtain many information.

## **REVIEW OF RELATED LITERATURE**

### **Perception**

Perception is an essential cognitive function at the subconscious layers that imagines personality (Wang, 2007, p.2). On the other side, Otara (2011) agrees that perception is the way of interpreting experiences and considered as a marvelous and hard part of human behaviour (p.21). In other words, perception has something to do with interpreting opinion and experiences. According to Alizamar and Couto (2016) there were 6 meanings of perception in terms of knowledge related information, needs related to interpretation, beliefs related to trust, values related to trait or quality, assumptions related to perception and, attitudes related to think and act toward an object (p.17).

Furthermore, Hwang, Hwang and Pomplun (2011) believe that perception is such objects in visual world, influenced by not only low-level visual features like shape and color, but also high-level features such as meaning and semantic relations among them (p.1192).

It can be summarized that perception is a judgement of a thing using visual fetures influenced indicated by low and high-level status regarding on both form, color, and semantic.

### **Reading**

Reading is one of the essential English language skills. It is such a process of staring at the written or symbol to obtain a knowledge. Frankel (2016) finds reading as "the process of extracting and constructing meanings through interaction and in line with written language (p.7). Furthermore, Liu (2012) defines reading as multiple activity related to a complex behavior and involves different aims and requires

different skills in handling it.(p.702). In brief, reading is such a complex activity referring to someone's behaviour to handle the texts which have a dissimilar goals.

On the other side, Bana (2020) thinks that reading is very needed for the whole life improvement of humans. Chettri and Rout (2013) add that reading provides experience through individual that may expand his vast identified knowledge, interest and deeper understanding of other humans over the world (p.13). In short, reading can help individuals gain knowledge, develop interests, and keep in touch with others.

Furthermore, Yang (2014) clarifies reading as a comprehending of written texts which bears on complex activity related to perception and thought of word recognition and comprehension processes. (p.284). It can be said that reading is understanding written texts within the process of looking, recognizing and comprehending.

### **Digital Text Reading**

Ebrahimi (2016) considers digital reading as a technological device of reading text in the form of smart phones, tablets, or computers both online and offline and it has been powerful and useful in language learning and especially for teaching reading to EFL/ESL students. (p.112). It can be glean from that digital text reading is an online or offline activity which is good to be used in teaching reading using handphones or tablets and computer PC.

Additionally, Vandenhoeck (2013) says that screen reading skill used to pose questions inside texts (P.38). Ebrahimi (2016) further says that digital reading such individualised and independent reading that allows students to select reading materials based on their interests and proficiency level as pleasure (p.111). In summary, digital reading a useful and helpful learning media which lets students to take any materials they like to improve reading comprehension.

Like other experts, Nowak (2008) says that students and scholars can learn reading not only through printed texts but also digital text reading or electronic reading (p.1). It means that in learning English reading, students are free to choose what reading devices or tools they want to. They can use either a printed text or a digital text as long as it can make them easy to read and understand.

### **RESEARCH PROCEDURES**

This research belongs to survey research. According to Syahri, Sulaiman, and Susanti (2017), survey method is a research design to get the information from sample by asking through questionnaire or interview (p.42). It means that in a survey research, the researchers collect the data through questionnaire or interview a sample. Furthermore, Syahri, et al., (2017) state that there were some characteristics of survey method, as follows:

- a. Data can be collected from the whole population, or just a half of population
- b. Data is real
- c. The results of the data obtained can be utilized for limited purposes, because the data obtained is limited by the time when the data is collected.
- d. Usually to solve problem that are incidental
- e. Tend to use quantitative data
- f. Questionnaire and interview be a technique for collecting the data (p.42)

### **Population of the Research**

In this research, the researcher used 174 of the tenth graders and the eleventh graders of UPT SMA Negeri 7 Ogan Ilir as the population. Table 1 presents population of the research.

Table 1. Population of the Research

No	Class	Total Students
1	X	86
2	XI	88
	Total	174

Source : UPT SMA Negeri 7 Ogan Ilir

### **Sample of the Research**

In this research, the researchers used 87 participants of the tenth graders and the eleventh graders of UPT SMA Negeri 7 Ogan Ilir as the samples. Table 2 illustrates sample of the research.

Table 2. Sample of the Study

No	Class	Total Students
1	X	44
2	XI	43

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**Total****87**

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*Source : UPT SMA Negeri 7 Ogan Ilir*

### **Technique for Collecting the Data**

In collecting the data, the researchers used documentation technique in term of distributing questionnaires. Roopa and Rani (2010) state that a questionnaire is a list of printed questions in the form of quantitative primary data that is completed by respondents to express ideas. (p.27). In this research, the researchers used ready made close-ended questionnaire, consisting of 16 question items and indicated 5 options, such as Strongly Agree, (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

### **Technique for Analyzing the Data**

After the data have been collected, the researchers analyzed the data through percentage analysis formula.

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Total Number of Students

(Sudijono, 2017)

## **FINDINGS AND DISCUSSIONS**

### **FINDINGS**

The researchers used 16 question items in terms of closed ended questionnaire. It is divided into four categories: motivation and interest in reading digital text, digital text reading efficacy, difficulty in digital text, and preference for reading digital or printed text. The findings of this research have something to do with the results of the questionnaires distributed.

### **The Results of Closed-Ended Questionnaire**

The researchers collected the data from 87 students by using online English-Indonesian questionnaires that distributed in Google Form through Whatsapp Group.

There were 44 tenth graders, and 43 eleventh graders. After the researchers gave the

questionnaire to the students, and analyzed the data and got the result. Table 3 shows the results of closed ended questionnaires.

Table 3. The Results of Closed-Ended Questionnaire

NO	STATEMENTS	SA	A	N	D	SD	Total
		5	4	3	2	1	
1	I get motivation to learn when I read digital text	23	49	8	5	2	87
2	I am more interested in reading digital than printed texts	19	39	21	6	2	87
3	I feel comfortable when studying or reading using digital texts	16	42	19	10	0	87
4	I am interested in reading because of the features of digital texts that exiting to read	14	44	22	5	2	87
5	I often learn and do assignment using digital media because digital reading emerges positive experience for me.	28	41	13	5	0	87
6	I believe that learning with digital text is effective	14	53	19	1	0	87
7	I can easily improve my comprehension through digital reading	14	47	21	4	1	87
8	I believe that learning through digital media increase achievement	17	44	20	5	1	87

9	I can easily comprehend printed texts	8	24	30	21	4	87
10	I get problem to get information when reading through digital media	5	8	34	36	4	87
11	I can get decreased in my reading's motivation and comprehension if there is technical disruption from my mobile phone	8	30	18	28	3	87
12	When I read digital text, the light of the screen makes my eyes hurt.	6	22	23	30	6	87
13	I always have the digital text printed before reading it	4	21	24	33	5	87
14	I more frequently read digital than printed texts	19	34	21	11	2	87
15	I love searching the internet for relevant additional texts to study	29	44	9	4	1	87
16	I like keeping required digital texts in my mobile phone so I can read them anytime and anywhere want to.	25	46	11	4	1	87

*Source : Manalu, (2019)*

After the researchers analyzed the data and found out the result of closed-ended questionnaire. The researchers then divided the questionnaire into four categories, or instances: motivation and interest in reading digital text, digital text reading efficacy, difficulty in digital text, and preference for reading digital or printed text.

### Motivation and Interest in Reading Digital Text

In this research, the researchers present the results of motivation and interest questionnaire of item 1 as stated in Table 4.

Table 4. Item 1 : I get motivation to learn when I read digital text

Five-point scale	Frequency	Percentage
Strongly Agree	23	26,4%
Agree	49	56,3%
Neutral	8	9,2%
Disagree	5	5,7%
Strongly Disagree	2	2,3%
<b>Total</b>	<b>N=87</b>	<b>100%</b>

Table 4 describes 23 students responded *strongly agree* (26,4%), 49 students responded *agree* (56,3%), 8 students responded *neutral* (9,2%), 5 students responded *disagree* (5,7%), and 2 students responded *strongly disagree* with this item (2,3%). The dominant response of the 1<sup>st</sup> item was *agree* (56,3%). Additionally, the researchers also present the results of motivation and interest questionnaire of item 2 as stated in Table 5.

Table 5. Item 2: I am more interested in reading digital than printed texts

Five-point scale	Frequency	Percentage
Strongly Agree	19	21,8%
Agree	39	44,8%
Neutral	21	24,1%
Disagree	6	6,9%
Strongly Disagree	2	2,3%
<b>Total</b>	<b>N=87</b>	<b>100%</b>

Table 5 shows that 19 students responded *strongly agree* (21,8%), 39 students responded *agree* (44,8%), 21 students responded *neutral* (24,1%), 6 students responded *disagree* with this item (6,9%), and 2 students responded *strongly disagree* (2,3%). The dominant response of the 2<sup>nd</sup> item was *agree* (44,8%). In addition, the researchers also present the results of motivation and interest questionnaire of item 3 as stated in Table 6.



Table 6. Item 3 : I feel comfortable when studying or reading using digital texts

Five-point scale	Frequency	Percentage
Strongly Agree	16	18,4%
Agree	42	48,3%
Neutral	19	21,8%
Disagree	10	11,5%
Strongly Disagree	0	0%
<b>Total</b>	<b>N=87</b>	<b>100%</b>

Table 6 shows that 16 students responded *strongly agree* (18,4%), 42 students responded *agree* (48,3%), 19 students responded *neutral* (21,8%), 10 students responded *disagree* with this item (11,5%), and no one students responded *strongly disagree*. The dominant response of the 3<sup>rd</sup> item was *agree* (48,3%). Additionally, the researchers also present the results of motivation and interest questionnaire of item 4 as stated in Table 7.

Table 7. Item 4: I am interested in reading because of the features of digital texts that exiting to read

Five-point scale	Frequency	Percentage
Strongly Agree	14	16,1%
Agree	44	50,6%
Neutral	22	25,3%
Disagree	5	5,7%
Strongly Disagree	2	2,3%
<b>Total</b>	<b>N=87</b>	<b>100%</b>

Table 7 showed that 14 students responded *strongly agree* (16,1%), 44 students responded *agree* (50,6%), 22 students responded *neutral* (25,3%), 5 students responded *disagree* (5,7%), and 2 students responded *strongly disagree* (2,3%). The dominant response of the 4<sup>th</sup> item was *agree* (50,6%). Furthermore, the researchers also present the results of motivation and interest questionnaire of item 5 as stated in

Table 8. Item 5: I often learn and do assignment using digital media because digital reading emerges positive experience for me

Five-point scale	Frequency	Percentage
Strongly Agree	28	32,2%
Agree	41	47,1%
Neutral	13	14,9%
Disagree	5	5,7%
Strongly Disagree	0	0%
<b>Total</b>	<b>N=87</b>	<b>100%</b>

Table 8 shows that 28 students responded *strongly agree* (32,2%), 41 students responded *agree* (47,1%), 3 students responded *neutral* (14,9%) with the item, 5 students responded *disagree* (5,7%), and no one students responded *strongly disagree* with this questionnaire item. The dominant response of the 5<sup>th</sup> item was *agree* (47,1%). In addition, the researcher illustrates the 6<sup>th</sup> questionnaire item "*I believe that learning with digital text is effective*" in terms of digital text reading efficacy category.

### Digital Text Reading Efficacy

The second category of the questionnaire was about digital text reading efficacy in terms of question six to nine as stated in Table 9.

Table 9. Item 6 : I believe that learning with digital text is effective

Five-point scale	Frequency	Percentage
Strongly Agree	14	16,1%
Agree	53	60,9%
Neutral	19	21,8%
Disagree	1	1,1%
Strongly Disagree	0	0%
<b>Total</b>	<b>N=87</b>	<b>100%</b>

Table 9 shows that 14 students responded *Strongly Agree* (16,1%), 53 students responded *agree* (60,9%), 19 students responded *neutral* (21,8%), only one students responded *disagree* (1,1%), and no one expressed *strongly disagree* with this 6<sup>th</sup> item. The dominant response of the 6<sup>th</sup> item was *agree* (60,9%). In this study, the researcher

also explains the seventh item *"I can easily improve my comprehension through digital reading"*, as stated in Table 10.

Table 10. Item 7: I can easily improve my comprehension through digital reading

Five-point scale	Frequency	Percentage
Strongly Agree	14	16,1%
Agree	47	54%
Neutral	21	24,1%
Disagree	4	4,6%
Strongly Disagree	1	1,1%
<b>Total</b>	<b>N=87</b>	<b>100%</b>

Table 10 shows that 14 students responded *strongly agree* (16,1%), 47 students responded *agree* (54%), 21 students responded *neutral* (24,2%), 4 students responded *disagree* with this item (4,6%), and only one students responded *strongly disagree* (1,1%). The dominant response of the 7<sup>th</sup> item was *agree* (54%). Furthermore, the researcher also describe the eighth item about *"I believe that learning through digital media increase achievement"*, as stated in Table 11.

Table 11. Item 8: I believe that learning through digital media increase achievement

Five-point scale	Frequency	Percentage
Strongly Agree	17	19,5%
Agree	44	50,6%
Neutral	20	23%
Disagree	5	5,7%
Strongly Disagree	1	1,1%
<b>Total</b>	<b>N=87</b>	<b>100%</b>

Table 11 shows that 17 students responded *strongly agree* (19,5%), 44 students responded *agree* (50,6%), 20 students responded *neutral* (23%), 5 students responded *disagree* (5,7%), and only one student responded *strongly disagree* (1,1%). The dominant response of the 8<sup>th</sup> item was *agree* (50,6%). Additionally, the researcher illustrates the 9<sup>th</sup> questionnaire item *"I can easily comprehend printed texts"* as stated in Table 12

Table 12. Item 9: I can easily comprehend printed texts

Five-point scale	Frequency	Percentage
Strongly Agree	8	9,2%
Agree	24	27,6%
Neutral	30	34,5%
Disagree	21	24,1%
Strongly Disagree	4	4,6%
<b>Total</b>	<b>N=87</b>	<b>100%</b>

Table 12 shows that 8 students responded *strongly agree* (9,2%), 24 students responded *agree* (27,6%), 30 students responded *neutral* (34,5%), 21 students responded *disagree* (24,1%), and 4 students responded *strongly disagree* (4,6%) with this item. The dominant response of the 9<sup>th</sup> item was *neutral* (34,5%). Furthermore, the researcher also explains the tenth item "I get problem to get information when reading through digital media" in terms of the third category, difficulty in digital text reading.

### Difficulty in Digital Texts Reading

The third category divided into four question, in terms of ten to thirteen. This category was about difficulty in digital text reading. The researcher got the result of it, as stated in Table 13.

Table 13. Item 10: I get problem to get information when reading through digital media

Five-point scale	Frequency	Percentage
Strongly Agree	5	5,7%
Agree	8	9,2%
Neutral	34	39,1%
Disagree	36	41,4%
Strongly Disagree	4	4,6%
<b>Total</b>	<b>N=87</b>	<b>100%</b>

Table 13 shows that 5 students responded *strongly agree* (5,7%), 8 students responded *agree* (9,2%), 34 students responded *neutral* (39,1%), 36 students responded *disagree* (41,4%), and 4 students responded *strongly disagree* with this item

(4,6%). The dominant response of the 10<sup>th</sup> item was *disagree* (41,4%). Additionally, the researcher describe the 11<sup>th</sup> questionnaire item "*I can get decreased in my reading's motivation and comprehension if there is technical disruption from my mobile phone*" as stated in Table 14

Table 14. Item 11: I can get decreased in my reading's motivation and comprehension if there is technical disruption from my mobile phone

Five-point scale	Frequency	Percentage
Strongly Agree	8	9,2%
Agree	30	34,5%
Neutral	18	20,7%
Disagree	28	32,2%
Strongly Disagree	3	3,4%
<b>Total</b>	<b>N=87</b>	<b>100%</b>

Table 14 shows that 8 students responded *strongly agree* (9,2%), 30 students responded *agree* (34,5%), 18 students responded *neutral* (20,7%), 28 students responded *disagree* (32,2%), and 3 students responded *strongly disagree* with this item (3,4%). The dominant response of the 11<sup>th</sup> item was *agree* (34,5%). In addition, the researcher illustrates the 12<sup>th</sup> item "*When I read digital text, the light of the screen makes my eyes hurt*" as stated in Table 15.

Table 15. Item 12 : When I read digital text, the light of the screen makes my eyes

Five-point scale	Frequency	Percentage
Strongly Agree	6	6,9%
Agree	22	25,3%
Neutral	23	26,4%
Disagree	30	34,5%
Strongly Disagree	6	6,9%
<b>Total</b>	<b>N=87</b>	<b>100%</b>

Table 15 shows that 6 students responded *strongly agree* (6,9%), 22 students responded *agree* (25,3%), 23 students responded *neutral* (26,4%), 30 students responded *disagree* (34,5%), and 6 students responded *strongly disagree* with this item (6,9%). The dominant response of the 12<sup>th</sup> item was *disagree* (34,5%). Furthermore,

the researcher also explains the 13<sup>th</sup> item about *"I always have the digital text printed before reading it"* as stated in Table 16.

Table 16. Item 13 : I always have the digital text printed before reading it

Five-point scale	Frequency	Percentage
Strongly Agree	4	4,6%
Agree	21	24,1%
Neutral	24	27,6%
Disagree	33	37,9%
Strongly Disagree	5	5,7%
<b>Total</b>	<b>N=87</b>	<b>100%</b>

Table 16 shows that 4 students responded *strongly agree* (4,6%), 21 students responded *agree* (24,1%), 24 students responded *neutral* (27,6%), 33 students responded *disagree* (37,9%), and 5 students responded *strongly disagree* with this item (5,7%). The dominant response of the 13<sup>th</sup> item was *disagree* (37,9%). In addition, the researcher illustrates the 14<sup>th</sup> item *"I more frequently read digital than printed texts"* in terms of the fourth category, preference for reading digital or print texts.

### Preference for Reading Digital or Print Texts

In this research, the questionnaire items fourteen to sixteen represented students preference for reading digital or printed text as stated in Table 17.

Table 17. Item 14 : I more frequently read digital than printed texts

Five-point scale	Frequency	Percentage
Strongly Agree	19	21,8%
Agree	34	39,1%
Neutral	21	24,1%
Disagree	11	12,6%
Strongly Disagree	2	2,3%
<b>Total</b>	<b>N=87</b>	<b>100%</b>

Table 17 shows that 19 students responded *strongly agree* (21,8%), 34 students responded *agree* (39,1%), 21 students responded *neutral* (24,1%), 11 students responded *disagree* (12,6%), and 2 students responded *strongly disagree* with this item (2,3%). The dominant response of the 14<sup>th</sup> item was *agree* (39,1%). Additionally, the

researcher also illustrates the 15<sup>th</sup> item "I love searching the internet for relevant additional texts to study" as stated in Table 18

Table 18. Item 15 : I love searching the internet for relevant additional texts to study

Five-point scale	Frequency	Percentage
Strongly Agree	29	33,3%
Agree	44	50,6%
Neutral	9	10,3%
Disagree	4	4,6%
Strongly Disagree	1	1,1%
<b>Total</b>	<b>N=87</b>	<b>100%</b>

Table 18 shows that 29 students responded *strongly agree* (33,3%), 44 students responded *agree* (50,6%), 9 students responded *neutral* (10,3%), 4 students responded *disagree* (4,6%), and only one students responded *strongly disagree* with this item (1,1%). The dominant response of the 15<sup>th</sup> item was *agree* (50,6%). Furthermore, the researcher also illustrates the last item about "I like keeping required digital texts in my mobile phone so I can read them anytime and anywhere want to" as stated in Table 19.

Table 19. Item 16 : I like keeping required digital texts in my mobile phone so I can read them anytime and anywhere want to.

Five-point scale	Frequency	Percentage
Strongly Agree	25	28,7%
Agree	46	52,9%
Neutral	11	12,6%
Disagree	4	4,6%
Strongly Disagree	1	1,1%
<b>Total</b>	<b>N=87</b>	<b>100%</b>

Table 19 shows that 25 students responded *Strongly Agree* (28,7%), 46 students responded *agree* (52,9%), 11 students responded *neutral* (12,6%), 4 students

responded *disagree* (4,6%), and only one student responded *strongly disagree* with this item (1,1%). The dominant response of the 16<sup>th</sup> item was *agree* (52,9%).

## DISCUSSIONS

After the researchers analyzed the data of four questionnaire categories, (i.e. motivation and interest in reading digital text in terms of questions first to fifth, digital text reading efficacy in terms of questions sixth to ninth, difficulty in digital text reading in terms of questions tenth to thirteenth, and preference for reading digital or printed text in questions fourteenth to sixteenth). The researchers found out that most students had positive perception on digital text reading in their daily life and it was indicated by most of them responded strongly agree and agree toward the use of Digital text reading. Only fewer responded disagree with using Digital Text Reading because it can make their eyes hurt because of the light of screen on their mobile phone. Yet, when they were reading it they were delighted and feel enjoyable.

## CONCLUSION

Based on the results of the research and discussions, it can be concluded that most of the students had positive perception on digital text reading in their daily life. They feel comfortable when studying or reading using digital texts. When reading digital text, they can get many experiences to learn because they got knowledge from anywhere by using their mobile phone They believe that learning with digital text is effective, and it was good enough to make them motivated to be more active in the class. It can improve their reading comprehension achievement.

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