

CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is one of the most important skills in English as foreign language (EFL) or second language (ESL). According to Devito (2014, p.7), reading is main part in acquiring students' knowledge. He also mentioned that reading can improve their vital language skills, enrich their life, enhance, and provide them with enjoyable activity. Komiya (2009, p.3), stated that through reading, students can expand and increase their knowledge about many subjects and reading also gives students pleasure.

Related to Indonesian's reading interest, based on data of UNESCO in 2012, Indonesia is very low in reading interest. It is showed that the index reading interest in Indonesia reached 0,001 (Suara Pembaharuan, 2015; Kemendikbud; 2016). It means that from 1.000 populations, only one resident who is interested in reading. As it mentioned before that reading is crucial thing in language learning. It is also mentioned in Al-Qur'an surah Al-Alaq verse one till three:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝

That verse explained about the importance of reading mentioned by Allah to obtain information, vocabulary, knowledge and so forth. Allah is the one who has the strength to give human beings an ability to read. The verse showed that reading is one of the main commands by Allah to mankind. Based on the verse, it can be inferred that reading is the bridge to all knowledge. Without reading, people will not be able to acknowledge the truth. Therefore, reading is very important to be learned by everyone especially in this case, by students.

Then, English Department of UIN Antasari Banjarmasin is one of formal education that prepares its students not only to become professional teachers but also able to comprehend their reading skills in any situations whether offline or online. Subsequently, reading puts as one of subjects that be taught for the students. Reading subject has five levels as pre-requisites which are Intensive Reading I for first semester, Intensive Reading II for second semester, Reading III for third semester, Intensive Reading for fourth semester and Extensive Reading for fifth Semester.

Since reading has important role in learning, people are demanded to read many materials for their various purposes, whether in doing reading for pleasure such as reading novel and magazine or reading for learning something that is related to their background knowledge enhancements. Nowadays, reading is not only about printed text such as reading on paper in books,

magazines, newspaper, journals but also reading can be done through online or called as online reading. Henry (2007, p.7) stated that online reading is the new literacy and it is different from traditional conception of literacy. Moreover, Robertson (2006 p. 441) maintained that online reading cannot be something denied today in the era of technology. Reading online text is used by many people all around the world intensively. People can access internet everywhere and every time with their gadget such as mobile phone, computer, iPads, laptop and other devices. Öztürk (2018, p.21) explained that many publishing companies make e-book and audio along with the printed materials. It means that the status of reading activity is being done online by people. In addition, during this year, reading academic text by online is necessary for students because libraries became sources in form of online articles, e-books, and e-textbooks which are available and used. Those activities are called as online reading. Online reading is the process of extracting meaning from a text that is in a digital format whether it is text, video, or graphics on screen electronically. It is crucial for learners to be concerned about online reading strategies, because when they were familiar with the strategies, they can decide the appropriate strategies for specific contexts and this will permit them to construct the meaning from the reading text (Amer, Barwani, & Ibrahim, 2010: p.18).

Regarding to online reading strategies, Sheorey and Mokhtari (2001, p.6) categorized reading strategies into three groups: Global reading strategies,

Problem-solving strategies, and Support reading strategies. Global reading strategies are the ones for managing one's own reading process such as the text's length, checking if the text is written appropriately in terms of its objectives, checking if inappropriate language is used in the text in terms of its register, having a purpose to read the text and so on. Problem-solving strategies are related to the steps that are taken when one is directly dealing with the text. For example, re-reading the text in order to comprehend it better. Support reading strategies are related to help and support that readers and learners get from outside such as using dictionary, translation, highlighting, taking notes on the margin of the page and so forth.

The activity of online reading did by English students cannot be attached from the use of online reading sources. They need to find the appropriate online reading sources and know how to use them in purpose to get information that they want to gathered properly. According to Hostager (2014, p.325), Online reading sources serve the facilities to gain information in a just few moments, unlike traditional methods that used to take few hours to gain an information. Taffs and Holt (2013, p.219) also said that the field of scientific research in online reading sources help continuous communication among researchers and gain updating to new discoveries. Davids et.al (2015, p.1052) stated that educational students face many problems and challenges due to new development in teaching and learning process with using technological

information currently. The identification of problems may hinder the effective use of English students and their needs for better practice in using online reading sources in the future.

Related to the explanation above, the researcher has several reasons in conducting research about online reading strategies and also the problem faced by English student while using online reading sources. First, online reading becomes popular for all people especially students because the material of academic texts can be found online and at this level they are required to access them for academic purposes and do some research online for their assignment, team projects and the other things. Related to academic purposes, the English students in this fifth semester have many subjects related to online reading activities such as in Translation, Academic Writing, TEFL II and Extensive Reading. In Translation, they usually translate the text with document format in English to Indonesian or Indonesian to English. In Academic Writing, the English students have been given the application to search or read academic materials or e-journals to accomplish their knowledge about how to write appropriate academic texts. Then, mostly in TEFL II and Extensive Reading, the students are asked to read the material through pdf sources. Second, internet is widely used for locating information in acquiring the general knowledge, reading and understanding in order to develop web literacy. Third, online reading strategies is necessary learned by the students in order to prepare them

to have their own appropriate ways to understand and comprehend the online text well. The last, it is important to be aware of problems challenges faced by English students while using online reading sources to lead them establish the effective ways to overcome the problems and for the lecturers who already applied new approach in teaching and learning process related to online reading will give more education and guidance to students about how to use online reading sources properly in English Department at UIN Antasari Banjarmasin.

However, there are some researchers that have done research about online reading strategies. One of them is the research by Samed Yasin Öztürk (2018) from Gazi University Turkey entitle “Use of Metacognitive Online Reading Strategies by Students Teachers of English”. His research was about exploring the usage of online reading strategies. The aim of his research was to find out the kind of metacognitive online reading strategies that are employed by student teachers, and to find out the most and least of metacognitive online reading strategies that are used by student teachers. There is one similarity and difference between Öztürk’s research and this research, the similarity is that both of the researches are about frequency used of online reading strategies. Meanwhile, the difference is about subject of the research. His research was first year student teachers but in this research is fifth semester of English Department.

The second one of the previous research is studied by John Angelo Vinuya De Leon and Veronico Nogales Tarrayo (2014) from University of Santo Thomas, Philippine. The title of their research is “Cyber Reading in L2: Online Reading Strategies of Students in Philippine Public High School”. The aim of their research was to identify the online reading strategies employed by students in a Philippine Public High School in particular. The similarity with the researcher’s research is about to know the frequency use of students’ online reading strategies that are applied when they do reading online. The differences are the other object and subject of research. Their other research’s object is the implication of study’s findings for English language teaching and learning. Meanwhile, in this research the other object is to find the problems faced by English Students while using online reading sources. Then, the subjects of their research was 100 readers from Public High School Students in Philippine. Differently, in this research the subject is 10 readers from English Department on fifth semester in Antasari State Islamic University Banjarmasin.

The last previous research that discussed about problems faced in using online sources is studied by Cyprian Ifeanyi Ugwu and Emilia Nikern Orsu (2017) from University of Nebraska, Lincoln. The title of their research is “Challenges of Utilization of Online Information Resources by Undergraduate Students: Implication for Information Services”. The aim of their research was to explore the direct and indirect factors underlying the students’ challenges

with the use of online information resources in the University of Nigeria. The similarity with the researchers' research lies on the object of research. Both are aimed to identify the problems or challenges faced by Students while using online sources. Meanwhile the difference is about subject of research. Their research's subject was two hundred of third year undergraduate students who visited university library of Nigeria. Meanwhile, in this research the subject of research is ten of fifth semester of undergraduate English students in UIN Antasari Banjarmasin.

Therefore, according to the explanation above the researcher is interested in conducting a research entitle "Online Reading Strategies Used by English Education Students of UIN Antasari Banjarmasin".

B. Research Questions

Based on the explanation above in background of the research, there are two research questions:

- 1) What are the most and least online reading strategies that are used by English students?
- 2) What are the problems faced by English Students while using online reading sources?

C. Objective of the Research

Related to research questions above, this research have two objectives:

- 1) To find out the most and least online reading strategies that are used by English students.
- 2) To find out the problems faced by English students while using online reading sources.

D. Significance of the Research

This research has some advantages that can be obtained are:

- 1) To English Students, the result of this research would help them to understand and develop their strategies in online reading and apply the appropriate strategies on reading online text.
- 2) To teachers or lecturers, the result of this research was hoped to extend the teachers' and lecturers' knowledge in teaching reading, not only offline reading text but also through online reading text.
- 3) To the future researchers, it is hoped that the result of this research give beneficial references and information for their researches with similar problems or variables.

E. Definition of Key Terms

To avoid misunderstanding about some terms in this research, the researcher gives some definitions of key terms:

1) Online Reading

Online Reading is the type of reading text in form of electronic screen such as smartphones, laptops, computers and other devices. In this research, online reading is new literacy that can be found in online that can be accessed especially using students' smartphone to accomplish their assignments and academic purposes.

2) Online Reading Strategies

Online reading strategies mean students' types in applying the appropriate strategies in reading online text. In this research the researcher only focuses on three types of strategies. They are Global Reading Strategies, Problem-Solving Strategies and Support Reading Strategies.

3) Online Sources

Online Sources are the electronic representation of information which can be accessible through worldwide pages. In this research, kind of online sources are classified into website, journal article, documents from website and e-book.

4) English Students

English students are the students who are able to communicate or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses. In this research, the researcher focuses on fifth semester of English Department

Students in Antasari State Islamic University Banjarmasin who had took subjects of Reading I, II, III, Intensive reading and Extensive reading that they currently took in this fifth semester.