STUDENTS' PERCEPTION ON LEARNING READING ONLINE

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Abstract*: This study aimed to know the students' perception on their learning reading online of the second year students of English study program FKIP Universitas Riau. A descriptive-quantitative approach research design was used to conduct this study. The total number of participants is 119 students from the second semester of English study program, classes 4A, 4B, and 4C in the academic year 2019/2020. The instruments used to collect the data were questionnaires. The questionnaire consisted of 21 statements about students' perceptions on learning reading online. Google Form is the media to distribute the questionnaire due to the global pandemic of Covid-19. Data were analyzed using descriptive statistics in the form of frequencies and percentages. The results of the study indicate that learning reading online does not cause any effects on reading comprehension because perception on learning reading online is the majority in the medium level. But some facilities when learning reading online help students and make them easier in their learning process. The findings of this research showed that there are advantages on learning reading online; the convenience when they understand the text because of the facilities, save copy paper, clear the screen without bad printing quality, and improve their online translation.*

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

PERSEPI SISWA TENTANG BELAJAR MEMBACA ONLINE

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Abstrak: Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap pembelajaran membaca online mahasiswa tahun kedua program studi Bahasa Inggris FKIP Universitas Riau. Desain pendekatan deskriptif-kuantitatif digunakan untuk melakukan penelitian ini. Jumlah peserta sebanyak 119 mahasiswa dari semester II program studi bahasa Inggris, kelas 4A, 4B, dan 4C pada tahun ajaran 2019/2020. Instrumen yang digunakan untuk mengumpulkan data adalah kuesioner. Kuesioner terdiri dari 21 pernyataan tentang persepsi siswa terhadap pembelajaran membaca online. Google Form merupakan media penyebaran kuisioner akibat pandemi global Covid-19. Analisis data menggunakan statistik deskriptif berupa frekuensi dan persentase. Hasil penelitian menunjukkan bahwa pembelajaran membaca online tidak memberikan pengaruh apapun terhadap mata pelajaran pemahaman bacaan karena persepsi terhadap pembelajaran membaca online sebagian besar berada pada tingkat sedang. Namun beberapa fasilitas saat belajar membaca online membantu siswa dan memudahkan mereka dalam proses belajarnya. Temuan penelitian ini menunjukkan bahwa ada keuntungan belajar membaca online; kemudahan memahami teks karena fasilitas, hemat kertas fotokopi, layar jelas tanpa kualitas cetak yang buruk, dan meningkatkan terjemahan online mereka.

Kata Kunci: Persepsi Siswa, Pembelajaran Online, Pemahaman Membaca

INTRODUCTION

Reading skill is the most important skill to be learned since with good reading skill, students will have good writing skill, speaking skill, grammar skill and also good knowledge. In reading the students are taught to comprehend texts by looking at the aspects in reading and to understand the text in their mind. By reading students get information and expand their knowledge about what they are learning and what they need to know. Reading is not only about assigning the words or sounds of written words, but also understanding the message or comprehending the written words. Reading is about understanding written text.

According to Morgan et al (1979), perception is how the world is seen, heard, felt, tasted, or smelled. In other words, one of the definitions of perception says that it is what a person experiences directly. Everybody may have different perspectives for suggesting information and interpreting a message, even though they have the same view. By knowing students' perceptions, the teacher can understand students better.

In learning nowadays, a common media that supports education particularly is Online Learning. In Indonesia, there are still many teaching and learning activities that prioritize face-to-face meetings in class. Nevertheless, with a large number of Covid-19 pandemic in Indonesia, all activities must be carried out from home like WFH (Work From Home). Directorate General of Disease Prevention and Control (2020) stated that Coronavirus Disease (COVID-19) is a new type of virus that has never been identified in humans. Coronavirus is a zoonosis (can be transmitted between animals or humans). For the first time, the Covid-19 pandemic appeared in the city of Wuhan, China at the end of December 2019 and began the epidemic in Indonesia in early March 2020. Using online learning, the educator can help the government to minimize the number of corona virus.

By online learning, students must learn reading online. Almost all universities carry out online learning. Online learning at Universitas Riau has been conducted since March 2020 until now because of Covid-19, including the reading subject in the English department, Universitas Riau.

Reading online learning has strengths and weaknesses. Some of the strengths of reading online learning are that learning materials can be shared more effectively as lecturers can upload various types of documents, e-books, videos, and others in their virtual classes, save copy paper, and learning can be done anywhere and anytime. But reading online learning also has some weaknesses, namely; tiredness of reading many sentences on the light screen, and the distractions (tools and signals). The researcher wants to know how students' perception on this learning reading online.

The researcher is interested in exploring students' perception toward learning reading online. Then, the researcher conducted a study entitled "Students' Perception on Learning Reading Online of the Second Year Students of English Study Program FKIP Universitas Riau".

METHODOLOGY

This research is intended to know students' perception on learning reading online of the second year students at the English Study Program of Universitas Riau. In

this study, the researcher used a descriptive-quantitative research method to analyze the data using Statistical Product and Service Solutions (SPSS) Version 25 and Microsoft Excel 2010. Quantitative research approach as it aimed to collect and analyze numerical data so the researchers can describe, explain, predict, or control phenomena of interest (Gay, Mills & Airasian 2012). The population of this study is the class A, B, and C of batch 2019 students of the English Study Program of Universitas Riau with a total of 119 students.

The data were gathered using an online questionnaire. Each statement uses the assessment criteria in the form of a likert scale. The online questionnaire was shared with all of the participants via social media WhatsApp. All of the responses were retrieved from the Google forms website automatically in the Microsoft Excel form.

This study uses questionnaire as research instrument to collect the data to know the students' perception of learning reading online. The researcher adopted the questionnaire from the previous study conducted by Tseng (2010) and Yogurtcu (2013). This questionnaire used English Language. The questionnaire was distributed in the form of Google form which consists of 21 items.

FINDINGS AND DISCUSSIONS

Findings

The descriptive analysis of the data that has been obtained is as follows:

1. The influencing factors that contribute to learning reading online

Table 1 The Influencing Factors that Contribute to Learning
Reading Online Results

Item	Statement	Mean	STD	Interpretation
1	My eyes get tired when reading on the screen and disturb me when I understand the text.	2.61	1.276	Medium
2	The size of the letters of the text on the computer screen defines how I read the text.	2.75	1.200	Medium
3	The background color of the text on the computer screen influences the way I read.	2.69	1.324	Medium
4	When learning reading online I always pass the sentences that are difficult to understand when I read the text.	2.80	1.099	Medium

The table above describes the influencing factors that contribute to learning reading online by the students when they are learning reading online. The highest average is shown by statement number 4, that when learning reading online they always pass the sentences that are difficult to understand when they read the text with mean score 2.80. Then proceed with the statements of item 2 and item 3 statements are also categorized into medium level as shown in the table. The lowest average comes from statement number 1 that their eyes get tired when reading on the screen and disturb them when they understand the text with mean score 2.61.

2. The benefits of learning reading online

Table 2 The Benefits of Learning Reading Online Results

Item	Statement	Mean	STD	Interpretation
5	When learning reading online I can define the parts that I did not understand from the text.	3.25	.904	Medium
6	When learning reading online I can complete to read the whole text.	3.35	.961	Medium
7	When learning reading online I understand all the texts learn	3.16	1.052	Medium
8	When online learning I can read without the guidance of my lecturer.	3.21	1.088	Medium
9	When online learning I can determine main idea and supporting idea of texts.	3.33	.876	Medium
10	When online learning I can explain and summarize after reading.	3.27	.938	Medium
11	When online learning I can make up my mind during the reading.	3.35	.935	Medium
12	When learning reading online I can complete the reading although the reading is boring.	3.22	1.045	Medium
13	When learning reading online I can ask questions after reading.	3.13	.901	Medium

The second topic discussed is the benefits of learning reading online. The highest average is shown by statement number 6 which is: When learning reading online I can complete to read the whole text with a mean score of 3.35. The second highest is statement number 11 which is: When online learning I can make up my mind during the reading with mean score 3.35 and it is the same with item number 6.

Then with the statements of item 5, item 7, item 8, item 9, item 10, and item 12 statements are also categorized into medium level as shown in the table. It indicates that

most students feel when learning reading online they can define the parts that they did not understand from the text with a mean value of 3.25 (item 5), when learning reading online they understand all the texts learn with a mean value of 3.16 (item 7), when online learning they can read without the guidance of their lecturer with a mean value of 3.21 (item 8), When online learning they can determine main idea and supporting idea of texts with a mean value of 3.33 (item 9), when online learning they can explain and summarize after reading with mean value 3.27 (item 10) and when learning reading online they can complete the reading although the reading is boring with mean value 3.22 (item 12). The lowest average comes from statement number 13 that when learning reading online they can ask questions after reading with the mean value (3.13) is categorized into medium level.

3. The advantages of learning reading online

Table 3 The Advantages of Learning Reading Online Results

Item	Statement	Mean	STD	Interpretation
14	I feel comfortable when understanding the text because of the facilities when learning reading online.	3.44	1.117	High
15	Learning reading online can save copy paper.	3.69	1.272	High
16	I think the computer/ smartphone has a clear screen without bad printing quality.	3.52	1.141	High
17	Learning reading online can improve my online translation.	3.61	1.179	High

The table above shows the advantages of learning reading online. The highest average is from statement number 15 that learning reading online can save copy paper with 3.69 and it is categorized into high level. Then proceed with the statements of item 16 and item 17 statements are also categorized into high levels as shown in the table. The lowest average comes from statement number 14 that they feel comfortable when understanding the text because of the facilities when learning reading online with a mean score 3.44.

4. The difficulties of learning reading online from a computer screen/ smartphone.

Table 4 The Difficulties of Learning Reading Online Results

Item	Statement	Mean	STD	Interpretation
18	When learning reading online, I can't afford to leave a mark and make a notation.	3.23	.980	Medium
19	I think screen resolution on computer screen is low as compared to printed text.	3.18	.929	Medium
20	My eyes are tired of reading a lot of sentences on the light screen when learning reading online.	2.76	1.280	Medium
21	When online learning I have signal interference.	2.65	1.368	Medium

The table above describes the difficulties of learning reading online from a computer screen/ smartphone. The highest average is shown by statement number 18, which is about when learning reading online, they can't afford to leave a mark and make a notation with mean score 3.23. Then, the statements of item 19 and item 20 statements are also categorized into medium level as shown in the table. The lowest average comes from statement number 21 which is about the signal interference when online learning with mean score 2.65.

Discussions

The findings show that students' perception of learning reading online is at a medium level. More than half of the respondents chose neither agree nor disagree (Neutral). In this study, four of twenty one statements gained positive perceptions. It means that the other statements gained a medium level, or the students are still confused whether they chose to agree or disagree. It is because of the situations they face when learning reading online.

The first highest mean value was obtained by the statement number fifteen that learning reading online can save copy paper. Almost half of students agree that when learning reading online can save copy paper. Because usually when they do face-to-face learning they have to spend money to copy the book they use. They feel that when learning reading online can save them from using printed books. They only need to read books in a soft file from their computer/ smartphone without having to print or copy them. 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 Untari (2020).

Besides that, in statement number seventeen that that learning reading online can improve their online translation has a positive perception and that is the second highest mean value. They think that learning reading online can improve their online translation skill without having to open a printed dictionary first. Because there are

many online dictionaries on their smartphone and it makes them easier to find out the meaning of the words they don't know. In accordance with the progress of the times and technology, everything can be done through the computer/ smartphone that we have.

The influencing factors that contribute to learning reading online, The benefits of learning reading online, and The difficulties of learning reading online from a computer screen/ smartphone gained medium level. It means that learning reading online does not cause any effects on reading comprehension subject. But some facilities when learning reading online help students and make them easier in their learning process. And this affects the students' learning process.

From the advantages of learning reading online gained high interpretation, which means learning reading online gives a positive effect for students. This result is similar to Untari (2020) about learners' perception on their online reading comprehension learning that there are advantages when learning reading online; the convenience when you understand the text because of the facilities, save print paper, clear the screen without bad printing quality, and improve online translation.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The conclusion in this research was based on the research findings and discussion of students' perceptions on learning reading online on reading comprehension subjects. The result shows that students' perception on learning reading online is on a medium level (neutral). The result indicates that seventeen statements in the questionnaire are at the medium level, and four statements are high level. There are only four surveys gaining positive perception toward learning reading online. It means that learning reading online does not cause any effects on reading comprehension subject. But some facilities when learning reading online help students and make them easier in their learning process.

Recommendations

With regards to the findings, the researcher would like to propose recommendations as follows:

Firstly, students in this study have medium perceptions on learning reading online on reading comprehension subjects. The results of the study suggested that learning reading online is suitable to be done nowadays because in learning today requires students to do online learning. Besides that, the advantages when reading online learning can save paper, improve their online translation and make them easier and more comfortable when doing learning reading online with the facilities they use.

Secondly, as this present study only focuses on the population of the English Study Program 2019 batch, hopefully, the next study can continue this research on the English Study Program to all batches. Thus, it can get more varied data. Besides that, it is suggested to the next researcher to find out how is the teacher's perception on the

learning reading online, this research can be used as additional information and reference for another researcher.

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