CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

Reading becomes an important part of the educational environment because we know that all of us can master most of our skills by reading. In ELTIN Journal Parmawati & Yugafiati (2017), Harmer (1998: 70) stated that reading is an incredibly active occupation. It means by reading activities students can understand about something. It could be said that reading is a way to know, to feel, and to understand the world. [1]

Amri (2018) identifies some abilities and components in comprehending texts. The first is Ghanni's version (2002), that there is five ability in reading comprehension activities. That is perceiving the meaning of the words in context, understanding the rule and the meaning of non-idiomatic phrases and infinitive phrases, discerning the sentence meaning through systematic structure theory, recognizing rhetorical structure, and reading critically by understanding the purpose of the writer, making an inference, getting conclusion, evaluating the writer resources, and evaluating

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[1] Parmawati, Aseptiana & Yugafiati, Rasi. (2017). *Using Authentic Material To Improve Students' Reading Interest* (A Classroom Action Research in the Second Semester Students of STKIP Siliwangi Bandung). ELTIN JOURNAL, Journal of English Language Teaching in Indonesia. 5. 1. 10.22460/eltin.v5i1.p1-8.

the written type and the writer's tone. Then Sharpe (2009) stated that five components of reading are finding detail information which requires the readers to scan specific factual, finding main ideas which are what the paragraph develops, recognizing the meaning of certain words which is not familiar by relating the close meaning of unfamiliar words to the text and the topic of the text that is read, identifying references that recognize the references of the words and being able to identify the words to which they refer to help the readers understand the reading passage, and identifying inference which may be a point of view, conclusion or unstated information of the texts.[2]

Alqarni (2015) cited in Muthia & Safitri (2018) states that reading is not only decoding from a foreign language to a mother tongue but also some people think that reading is a process of transferring letters, from a print page or digital source to sounds. Based on Marsela (2017) student's motivation and reading ability are both essential factors that help to promote students' success and life-long learning. In the classroom, motivation is the students' need to learn in daily activities.[3]

Due to a pandemic that hit several countries, especially in the Asian region, the government sets a policy to stay at home during the pandemic. In this case, Indonesian education is one of the affected ones. It is undeniable to carry out online teaching and learning activities which can be carried out in their respective homes, both teachers and students. Learning activities of SMPI

[2] Amri, Samsul "*Contribution of Reading Interest and Guessing Words Meaning in Context Mastery Toward Reading Comprehension*", J-SHMIC Journal of English for Academic, 2018, *Vol 5, No 1, pp.63-80*

[3] Larasati M, Yuni S, "*The correlation Between Student's Reading Motivation and Their Reading Comprehension*", *P*rofesional Journal of English Education, 2018, *V.1, No.6, pp.750-756*

AL AZHAR in Kediri is using an online learning system. All of the learning material is carried out online by utilizing a computer network or another device.

In this increasingly technological world, not only by printed books but also students can learn by digital reading resources. Students can find out digital reading resources on the internet or another source. Usually reading activity is done using by printed version, but now students can use digital reading resources by computers, mobile phones, and other electronic devices. By digital reading resources such as articles, journals, e-book, and others, students can add more relations without having to go to the library to borrow some books. Especially with natural conditions that require reducing face-to-face activities.

Satriani (2019), stated that the internet as a media and source of information is needed by the learners of English as a Foreign Language because it is a favorite tool today. Moreover, according to Shahriza & Hasan (2007), the number of these learners are increasing because they can gain information easily through their media. Mainly, Akarsu & Dariyemez (2014), believe the change of paper-based reading to digital reading is based on the learner's choice. The learners can have easy access to the source of information when they use digital resources. For example, as learners, books or another paper page version are very important for them to have, but today the way to get the information not only from printed version but it is done through accessing electronic book at which they can save and then it took anywhere with ease.[4]

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[4] Estika Satriani. (2019). *Online Reading Resources among EFL (English Foreign Language) Students: Do They Promote Reading Habit?*. J-SHMIC Journal of English for Academic. Vol 6, No 1, pp.8-17

The use of digital reading resources often creates some problems among students. Students think that reading is a boring activity, especially if reading by an electronic device makes their eyes tired quickly. However, not all students think that way, they also think that by using digital reading they can easily reach the resources. They say that we no longer need to carry heavy books, just search on google the internet or other reliable sources that provide the needed digital reading.

Students must have a reading motivation to read some books, both in printed reading source or digital reading resources. Some studies also consider that there is a significant correlation that causes changes in students' reading ability. McKee (2012) makes clear in his research that reading ability can be defined as a skill to understand some text, to analyze information, and to interpret correctly. According to Grabe & Stoller (2002) "No one process defines reading ability by itself, but together they provide a fairly accurate account of the processes required for fluent reading." Then in similar earlier research, Janzen and Stoller (1998), ten processes or strategies of reading as being the following; identifying a purpose for reading, previewing, predicting, asking questions, checking predictions or finding an answer to the questions, connecting the text to prior knowledge, summarizing, connecting one part of the text to another, and recognizing text structure.[5]

Moreover, many studies had investigated the correlation between digital reading, students' reading motivation, and reading ability. The first study related to the correlation of digital reading, students' reading motivation,

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[5] Steve McKee, "*Reading Comprehension, What We Know: A Review of Research 1995 to 2012*", Language Testing in Asia, 2012, *V.2 No.1 pp.45-58*

and reading ability was conducted by Aydemir, Öztürk, & Horzum (2013). This study investigated about "The Effect of Reading from Screen on the 5th Grade Elementary Student's Level of Reading Comprehension on Informative and Narrative Type of Texts". The aim of this study was determined as the effect of reading from screen upon the levels of reading comprehension of the fifth-grade elementary school students in the informative and narrative text types. The result of this study showed that the levels of reading comprehension of the students who read the informative text from screen were significantly higher than others. Moreover, there was no significant difference between the students reading the narrative texts from screen and printed material in terms of the levels of reading comprehension.[6]

The second study related to the correlation of digital reading, students' reading motivation, and reading ability was conducted by Jeong (2012). This study is investigated about "A Comparison of the Influence of Electronic Books and Paper Books on Reading Comprehension, Eye Fatigue, and Perception". This study focused on usability of electronic books (e-books) and paper books (p-books) with objective measures, including user comprehension, eye fatigue, and perception. As a result of this study, there is a significant "book effect" on quiz scores; compared to e-books, p-books appear to enable better reading comprehension. Regarding eye fatigue, students had significantly

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[6] Aydemir, Z., Öztürk, E., & Horzum, M.B. (2013). The Effect of Reading from Screen on the 5th Grade Elementary Students' Level of Reading Comprehension on Informative and Narrative Type of Texts. *Kuram Ve Uygulamada Egitim Bilimleri, 13*, 2272-2276.

greater eye fatigue after reading e-books than after reading p-books. Students were satisfied with the e-book, but they preferred p-books.[7]

The previous study that has been investigated before are similar to the researcher's study in the field of correlation's digital reading, students' reading motivation, and reading ability. This study focused on digital reading resources use, students' reading motivation, and their reading ability of third-grade students in SMP ISLAM AL AZHAR KEDIRI. It is in Jl. Tamansari Gg. Masjid Nurul Huda, Kelurahan Tamanan, Kecamatan Mojoroto, Kota Kediri. In this research, the researcher tries to find out if there is a significant correlation between digital reading resources use, students' reading motivation, and their reading ability. Therefore the results of this study can be used as an approach to teach reading or to study. Thus, this study is conducted to show "The Correlation Between Digital Reading Resources Use, Students' Reading Motivation, and Their Reading Ability".

B. Statement of the Problem

Based on the background of the study above, this study has addressed to the question:

1. Is there any correlations between digital reading resources use and students' reading ability at SMP Islam Al-Azhar Kediri?

2. Is there any correlations between students' reading motivation and their reading ability at SMP Islam Al-Azhar Kediri?

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[7] Jeong, H. (2012). A comparison of the influence of electronic books and paper books on reading comprehension, eye fatigue, and perception. *Electron. Libr., 30*, 390-408.

3. Is there any correlations between digital reading resources use, students' reading motivation, and their reading ability at SMP Islam Al-Azhar Kediri?

C. Objective of the Study

Based on the problem of the study above, the objective of this study is to find out whether any or no correlation between digital reading resources use, students' reading motivation, and their reading ability at SMP Islam Al Azhar Kediri.

D. Significance of the Study

The result of this study shows whether any or no correlation between digital reading resources use, students' reading motivation, and their reading ability at SMP Islam Al Azhar Kediri. So, this study is useful for teachers and learners, particulary they who are at SMP Islam Al Azhar Kediri. The teachers realize how the use of digital reading resources and students' reading motivation can influence the students' reading ability. So, the teachers can decide what strategies or what kind of reading to increase student's reading motivation and what kind of reading motivation that should be increased. As the result, students have high motivation in reading and caused to have success learning.

For the students, they know that their reading motivations enhance their abilities especially by using digital reading. So, they will try to increase their motivation to reads and find out something about digital reading that influenced their reading motivation and succeed in reading ability. Besides, it is also

expected that this study would be useful for future researchers who are interested in conducting a similar study as a reference.

E. Research Hypothesis

This study is aimed to find a correlation between digital reading resources use, students' reading motivation, and their reading ability at SMP Islam Al Azhar kediri. Based on the framework of thinking above, the hypothesis in this study is:

Alternative hypothesis (Ha): There is a significant correlation between digital reading resources use, students' reading motivation, and their reading ability at SMP Islam Al Azhar kediri.

Null hypothesis (H0): There is no significant correlation between digital reading resources use, students' reading motivation, and their reading ability at SMP Islam Al Azhar kediri.

F. Scope and Limitation

There are many factors that influencing the students' reading ability such as reading style, intelligence, and et cetera. So, the scope of this study is only investigating the use of digital reading reasources, students' reading motivation, and their reading ability. While, the limits of this study comes from the result of this study. The result of this study only shows the correlation between three variables, that are digital reading resources use, students' reading motivation, and their reading ability. The subject of this study is the students at SMP Islam Al Azhar Kediri.

G. Definition of the Key Terms

This section explain some definition of key terms in order to avoid misunderstanding of the concept used in this study.

1. Correlation is a mutual relationship or connection between two or more variables.[8] In this study the correlation is relationship or connection between digital reading resources use, students' reading motivation, and their reading ability at SMP Islam Al Azhar Kediri.

2. Digital reading resources use is an activity of reading text in digital format using a digital device. Digital reading it self is reading material that digitally loaded on electronic media its can be read by computer device or another electronic device such as mobile phone, and et cetera.

3. Reading motivation is the reason of somebody that stimulates desire and energy to interested in reading.

4. Ability is the mental or physical capacity, power, or skill required to do something.[9] Accordingly, reading ability is somebody's ability to reads a fastly, assurance, and understanding the meaning from the its reading material.

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[8] Online English Oxford zliving Dictionary.
[9] Online English Oxford zliving Dictionary.