

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of study

Reading is an activity to get information about something. It is very important for teacher to improve the students' mastery of English. The main objective of English instruction both in lower and upper secondary school is the development of reading skill, and students graduated from secondary school must be competence in reading. Huda in Fauziati (2002, p.112) states that the goal of English teaching is the acquisition of communicative competence with an emphasis on reading skill, and not on oral skill. This is the reason why reading skill is so important. Reading skill is to develop fluent and proficient readers who are knowledgeable about reading process. Therefore, the use of suitable books must be appropriate with the standard criteria that could involve the student's competence in reading, the student feels comfortable and understand the content of the books.

Online reading is the process of extracting meaning from a text that is in a digital format. Also called digital reading. The researchers agree that the experience of reading online (whether on a PC or a mobile device) is fundamentally different from the experience of reading print materials.

Online reading is 'nonlinear.' When we read a book or an article in print, we follow a reading sequence beginning at the start of the text and progressing through the text systematically. However, when we read information online, you frequently jump around from source to source using hyperlinks that direct we to a different Web page." (Yusuf, 2016)

There are four skills to be mastered by English learner such as reading, speaking, writing, listening. Reading is a receptive skills, because learner do not produce the language. The skills sometimes can be a passive skill. Masduki, H (2016). Integrating Receptive Skills and Productive Skills into a Reading Lesson 508. The receptive skills are listening and reading. Because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing. Often in the process of learning new language, learners begin with receptive understanding of the new items, then later move on to productive use. The relationship between receptive and productive skills is a complex one, with one set of skills naturally supporting another. For example, building reading skills can contribute to the development of writing.

Reading helps in mental development and known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. The habit of reading also helps readers to discover new words and phrases that they come across in everyday conversations. The habit can become a healthy addiction and

adds to the information available on various topics. It helps us to stay in-touch with contemporary writers and makes us sensitive to global issues (Gani, 2016).

There are a great number of students who experience reading difficulties. There are those students who are diagnosed with a learning difficulty. Also there is an even larger group of students, who do not have diagnoses, but who need good reading assistance. Kibby and Hynd ( 2001, p.123).

Online reading difficulty is different from reading printed. In online reading we read by using mobile phone which is not all people have a good internet and they do not read full of text. It is different from printed, they can read full of text and comfort. Sometimes people even if have a good reading when they are reading on screen they must read silently, and spend many times to repeat it. It can become they really understand the text or not at all. So, they do not focus on their goal.

To sum up, Reading is an activity to get information about something. Now days students are not only read by using printed form but also by using online text. Online reading is the process of extracting meaning from a text that is in a digital format. But, it is not easy to lead the online reading, because it needs a good internet. Some barriers which experienced by some people are different.

## **1.2 Problem of The Research**

In this research the writer formulates the problems of the study as follows:

1. What are the difficulties of Reading online text for ESL students' at college level?
2. What are the online reading strategies implemented by ESL students' at college level?

### 1.3 Objectives of The research

Based on the research problem, the research aims to:

1. To find the difficulties of Reading online text for ESL students' at college level.
2. To know the online reading strategies of ESL students at college level

### 1.4 Operational definition

To avoid misunderstanding of this research, the researcher will explain such as:

1. Reading Online

Online reading is the process of extracting meaning from a text that is in a digital format. Also called digital reading. Digital reading, no longer a projection for the future, is a reality today. Information and communication technologies (ICTs), such as mobile applications and the Internet, are already an integral part of students' lives. ICTs are used increasingly for personal matters but have also substantially altered the types of reading that students

are expected to do in their current and future studies, not to mention their careers (Leksono 2009). Literacy today requires not only the comprehension of traditional print texts, but also proficiency in twenty-first-century technology (Leksono 2009).

In Naomi's 2015 article, *Reading in a digital age*, her review of related research included a 2011 study by Ackerman and Goldsmith. This study noted that when students have a choice, they spent less time on digital reading, and had lower comprehension scores. She also found that participants reading on-screen used fewer study strategies such as note-taking. More recent research cited by Naomi (2015) found that students reading digitally did well on answering concrete questions while those reading in print did better on abstract questions needing inferential reasoning.

## 2. Reading Difficulties

There is a widespread case among academies in Asia that a young learner should focus on speaking and listening than reading and writing (Steubing 2011). Learning English as a foreign language for some students is considered as a difficult thing (Staffort 2012).

Students who failed in reading tend to see reading as a painful experience, build their own mindset about reading as a demanding activity where readers have to read a text correctly; they see reading as a process of getting a word right rather than see it as an enjoying activity.

The factors that the failure in reading are the failure to understand a word or a sentence, how sentences relate to one another, how the information fits together in meaningful ways and lack of interest or concentration.

### 3. Reading Strategies

Reading strategies is the broad term used to describe the planned and explicit actions that help readers translate print to meaning. Strategies that improve decoding and reading comprehension skills benefit every student, but are essential for beginning readers, struggling readers, and English Language Learners.

According to Bos & Vaugh (2002) defines strategies as the "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information."

#### 1.5 The benefits of The research

The results of the research were expected to give both theoretical and practical significances:

##### 1. Theoretical Benefit

The research is expected to make the students interest and understanding by learning English uses Reading Online Text.

##### 2. Practical Benefit

###### a. For the students

This research provides some information about their difficulties in reading online text by using internet. It can be a motivation for learning.

b. For the researcher

This research gives the researcher new experience and knowledge about what are the difficulties online reading text.

**1.6 Scope of the research**

The subject of this research were limited to the students especially for 6<sup>th</sup> semester English Department Faculty in University of Muhammadiyah Jember in the academic year 2016/2017 that have specific problem in Reading Online Text.

