

CHAPTER ONE

INTRODUCTION

This chapter presents introductory information related to this study. Its parts, consisting of Background of the Study, Statement of the Problems, Purpose of the Study, Significance of the Problem, Limitation of the Study and Organization of the Thesis will be presented respectively.

1.1 Background of the Study

Reading is one of the language skills that students have to acquire in order to learn a new language. According to Anderson (2003, p.2), reading is an important skill for students who learn English. On that account, to learn a foreign language, specifically English, Indonesian students must master reading skills.

In the classroom, to sharpen their reading skill in English, students generally use selected reading materials such as from books, magazines, newspapers and other publications. As reported by Arifani and Rosyid (2016), reading materials are one of the factors required in order to achieve the goal of learners of English as a foreign language (EFL) in reading (p. 13). This means that reading materials have

an important role in learning English, especially for Indonesian students who study EFL.

Students can find countless materials for learning English reading, both offline and online ones. Confirming to Nomura and Tronbacke (2010, p.14), most publications these days are available in various forms, such as print, audio, and electronic. The sources are also available as audio books and electronic newspapers that can be accessed from the Internet. Moreover, the Internet provides a great deal of resources for reading materials. By using the Internet, students are able to get various materials to enhance their reading skill in their overall learning activities.

Students' positive perception is important in their learning activities. As stated by Carr (2000), students' perception of learning can influence their determination to continue their learning. Kenny (2003, as cited in Horvat, Dobrota, Krsmanovic, and Cudanov, 2015, p. 2) stated that students' perception can create satisfaction to their online learning experiences. Hence, students' positive perception can positively contribute to their learning activities.

There are plenty studies related to students' perception of using online materials to learn reading. The researcher has found four studies on similar topics conducted in Malaysia, Taiwan, United States and Indonesia. The participants of these previous studies are university students. The instruments used are interview and questionnaire, but some of the studies have added open-ended questions,

multiple choices and observation. Many of the findings of these previous studies show students' positive responses, but there are also some negative responses. Similar to these previous studies, this thesis focuses on students' perception of using online reading materials in a class to learn English reading.

Some important findings are presented in the previous studies (Gilbert, 2017; Hamdan, Mohamad, & Shaharuddin, 2017; Sudiran, 2015; Tseng, 2010) revealing the participants' positive responses that help them in online reading, specifically in obtaining information from the diagram, video, website design, images, audio, hyperlink, glossaries and dictionary. The researchers above (Gilbert, 2017; Hamdan, Mohamad, & Shaharuddin, 2017; Sudiran, 2015; Tseng, 2010) also realize that online reading materials can help students receive information quickly and easily, improve their reading skill as well as broaden their knowledge.

However, a number of students in these studies have given negative responses related to things such as the length of the text, the size and color of the font, slow connection, advertisements, the possibility of having eyestrain and the loss of their track in reading from the monitor, also negatively influenced their interest and motivation in their online reading (Gilbert, 2017; Hamdan, Mohamad, & Shaharuddin, 2017; Sudiran, 2015; Tseng, 2010).

To the best of the researcher's knowledge, none of previous studies have investigated Indonesian high school students' perception of using online English reading materials although the use of the Internet for education has been widely known in Indonesia. For that reason, the researcher decides to analyze Indonesian 11th grade high school students' perceptions of using the Internet and online materials to learn English reading. Once this study is completed, the findings of this

study are expected to give benefits for students and teachers in their teaching-learning activities.

1.2 Statement of the Problem

The background of the study leads to the following problem statements:

1. What are the high school student participants' perceptions of using the Internet in learning English reading in the research site?
2. To what extent do online materials benefit the selected high school student participants in learning English reading in the research site?
3. What difficulties do the selected high school student participants encounter in using online materials to learn English reading in the research site?

1.3 Purpose of the Study

Based on the statement of the problem, this study formulates the following research purposes:

1. To find out the high school student participants' perceptions of using the Internet in learning English reading in the research site.
2. To discover the benefits of using online materials for the high school student participants in learning English reading in the research site.
3. To know the difficulties that high school student participants encounter in using online materials to learn English reading in the research site.

1.4 Significance of the Problem

The findings of this study are expected to be useful for teachers, students, and future researchers. By doing this research, the researcher wishes that the result of the study will enlighten teachers and give them more insight into the students' perceptions of using the Internet and online materials to learn English reading. Potentially, after teachers recognize their students' positive responses to the use of the Internet in learning English reading, they will use online reading materials more effectively in the future.

For students, the researcher wishes that the result of the study could give them inspiration and courage to face the digital era in their learning activities. The students are also expected to use the Internet with its various kinds of materials to learn about world knowledge to support their English reading skill.

The researcher expects that future researchers will find this study beneficial as a reference to do research with a similar topic. They may choose different English skills for their topic, for example by researching the use of the Internet in learning listening, speaking or writing. They may also choose different participants of different levels, such as junior high school or university students, and use either quantitative or qualitative method. Finally, this thesis is expected to inspire other researchers to study more topics about online English learning materials.

1.5 Limitation of the Study

This study has three limitations as follows. In regard to the participants, allocated time and the research instrument, this study has 1) distributed the questionnaire to 27 available students in a class of 11th grade in one senior high

school in Bandung; 2) selected three of the research participants to be interviewed about their perceptions of using online materials in learning English reading; and 3) used questionnaire and interview to collect the data.

1.6 Organization of the Thesis

This study is divided into five chapters. It begins with Chapter One, the Introduction, which includes Background of the Study, Statement of the Problem, Purpose of the Study, Significance of the Study, Limitation of the Study, and Organization of the Thesis. Chapter Two presents Theoretical Foundation, which reviews related theories and a number of previous studies. Chapter Three is Research Methodology, which consists of Research Design, Setting and Participants, Instrument and Data Collection Techniques, also Data Analysis. Chapter Four displays the research findings and some related discussion. Finally, Chapter five offers some conclusions of the research results and recommendations for English teachers and future researchers of a similar topic. There is also Bibliography presenting the references used in this study, which is followed by Appendices consisting of information sheets written in English and Indonesian, consent forms written in English and Indonesian, a copy of questionnaire form for students written in Indonesian and also a copy of interview questions and answers in Indonesian.