

EXPLORING IN INDONESIAN EFL STUDENTS' ATTITUDE TOWARDS READING VIA ONLINE SYSTEM

Henda Yani Kesuma

Universitas Muhammadiyah Sumatera Utara, Indonesia

ABSTRACT

A good attitude is essential for English reading since it influences how students react toward learning and attitudes in the classroom. The purpose of this study is to determine English students' attitudes on reading via an online system. This study conducted quantitative research. The researcher gathered information via a questionnaire. The researcher analyzed the data using the percentage of the questionnaire and SPSS. This study used primary data from 24 English education department students at the University of Muhammadiyah Sumatera Utara. The conclusions of this study revealed that 18 students (75%) had the most positive attitude, whereas 6 students (25%) had a positive attitude. There were no students connected to the negative. According to the journal that I have read, most students find online learning ineffective and dull. Students have expressed concerns about the impact of the environment and inadequate internet connections on online learning. This research aims to improve the effectiveness of learning media in Indonesia.

Keyword: Students' Attitude, Reading, Online Learning, EFL, WhatsApp



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Corresponding Author:

Henda Yani Kesuma

Universitas Muhammadiyah Sumatera Utara,

Jalan Kapten Muktar Basri No 3 Medan 20238, Indonesia.

Email: yanikesuma@gmail.com

1. INTRODUCTION

Given the significance of technology in the field of education, math teachers were obliged to master and create a technology-based learning environment. In an educational setting, technology can facilitate more flexible and democratic styles of teaching and learning, provide students with more autonomy and control over their learning, and encourage the development of cognitive competencies and understanding (Buckingham, 2003). Technology advancement in the 21 Century has assumed a significant role (Flogie, 2018). Technology may assist people with their job in a variety of sectors, including the subject of education (Pulo, 2018). Given the significance of technology in the field of education, math teachers are obliged to master and create a technology-based learning environment (Chatmaneerungcharoen, 2019). Given the significance of technology in the field of education, math teachers are obliged to master and create a technology-based learning environment (Wijaya T., 2020).

The students' enthusiasm in learning may grow when the teacher employs a learning tool (Arrosagaray, 2019). In addition, research indicates that utilizing technology in the classroom can dramatically enhance students' learning outcomes (Hermawan, 2018). It will make it so that pupils can understand the math that is being taught readily (Kubiatko, 2010). Learning to read and keeping a passion for reading remain crucial despite current development in information technology and the creation of a variety of communication tools in the modern world (Arrosagaray, 2019). As a result, learning to read and keeping a passion for reading remain crucial despite current development in information technology and the creation of a variety of communication tools in the modern world.

In contrast to the first week of the course, the students' attitude toward online learning improved during the course of the last week. Attitude as a development of an internal circumstance that influences how one chooses to act (Bastug, 2014). In contrast to the first week of the course, the students' attitude toward online learning improved during the course of the last week. Conclusion: Attitude is a cognitive, emotional, and sentimental factor that can influence a person's decision to do or not do something (Sihombing M. B., 2020). Reading instruction focuses on two essential goals: improving readers' skills and fostering a love of reading.

One of the key goals of each reading session in class is to foster a positive attitude toward reading. On the other hand, in certain cases, attitudes toward reading are simply described as one's feelings about the act of reading. It is a sense of reading or avoiding reading a book that determines one's attitude toward reading (Clarkson, 2004). It is a sense of reading or avoiding reading a book that determines one's attitude toward reading.

Education professionals and the general public are increasingly concerned about students' attitudes toward reading. That is how it is concluded since the

That is how it is concluded since the (Norlinana Siti, 2009). That is how it is concluded since the students' attitude toward reading is one of the key elements influencing their progress in language learning. Additionally, Candlin and Mercer explained in 2001 that a person's attitude toward reading has a major role in whether they are successful at becoming a speaker of any language and even adept at learning the context of any foreign language. Additionally, most studies demonstrate a strong relationship between a positive attitude toward reading and success in developing reading skills (Guthrie, 2000). A person's attitude toward reading has a major role in whether they are successful at becoming a speaker of any language and even adept at learning the context of any foreign language. In other words, it was claimed that pupils' reading attitudes have a direct impact on their reading performance (Marpaung M. B., 2020).

According to (Clarkson, 2004) emphasize the development of reading skills and a positive attitude toward reading as the two main goals of reading education. One of the key goals of each reading session in class is to foster a positive attitude toward reading. On the other hand, in some definitions, attitudes toward reading are simply described as one's feelings about the act of reading. There are many effects that have an impact on students' attitudes about reading, and factors are things that have an impact (Marpaung M. B., 2020). Emphasize the development of reading skills and a positive attitude toward reading as the two main goals of reading education. An individual's reading attitude is a collection of emotions that influence how they approach or avoid reading situations. However, attitude also has an evaluative component, a disposition, and a propensity to react to the object of attitude either positively or adversely. Finally, attitude is the way a person thinks or acts (Marpaung M. B., 2020). However, attitude also has an evaluative component, a disposition, and a propensity to react to the object of attitude either positively or adversely. This study aims to understand students' reading habits and attitudes, also to find out whether or not the students' show boredom of having positive attitudes toward reading via online system.

Research done in West Java before Online learning was not successful, according to 73.9% of teachers. When used an online learning system for teaching and learning activities, teachers encounter numerous difficulties. One of these issues is the school's facilities, another with the internet, and a third with the organization, execution, and assessment of the teaching and learning process (Khusuma, 2020). One may say that teachers were still unprepared for the situation at hand and for having to conduct online lessons and learning activities via online system.

2. METHOD

This study used a descriptive quantitative research design. To test predetermined hypotheses, the quantitative research method involves collecting data using research instruments, analyzing the data quantitatively and statistically, and applying positivist research strategy to study particular populations or samples (Sugiyono, 2020). According to (Creswell, 2012) declared that survey research designs were methods used in quantitative research where by researchers give a survey to a sample or the full population in order to characterize the attitudes, beliefs, actions, or traits of the cohort. Furthermore, descriptive research focuses on the relationship between what was or what existing and a previous occurrence that impacted or affected a current situation or event (Cohen L. e., 2000). Based on the observations made above, it was clear that descriptive research was a type of study design in which the researcher conducts interviews with participants to explain attitudes, opinions, behaviors, or other traits that have emerged in relation to the problem in question. This study had a single variable. This research analyzed Exploring in Indonesian EFL Students' Attitude Towards Reading Via Online System.

3. RESULTS AND DISCUSSION

The results of the study illustrate students' attitudes toward reading through an online system. The data reveal a complex perception, where respondents initially expressed negative feelings toward online reading yet demonstrated overall good reading performance.

Table 4.1 I do not like reading via online system.

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	Agree	5	20.8	20.8	20.8
	Very Agree	19	79.2	79.2	100.0
	Total	24	100.0	100.0	

Table 4.2 I think reading via online system is boring

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	29.2	29.2	29.2
	Agree	11	45.8	45.8	75.0
	Very Agree	6	25.0	25.0	100.0
	Total	24	100.0	100.0	

Table 4.3 I feel sleepy when I read during via online system.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	12	50.0	50.0	50.0
	Very Agree	12	50.0	50.0	100.0
	Total	24	100.0	100.0	

Table 4.4 Reading via online system is not interested.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	4.2	4.2	4.2
	Agree	11	45.8	45.8	50.0
	Very Agree	12	50.0	50.0	100.0
	Total	24	100.0	100.0	

As shown in Tables 4.1 to 4.4, most respondents reported unfavorable attitudes toward online reading activities. Specifically, 79.2% strongly agreed and 20.8% agreed that they do not like reading via an online system. Similarly, 45.8% agreed and 25.0% strongly agreed that reading through an online platform is boring. Furthermore, an equal proportion of respondents (50%) agreed and 50% strongly agreed that they feel sleepy while reading online. These findings are consistent across subsequent statements, where more than 90% of respondents agreed or strongly agreed that reading through an online system is uninteresting, induces laziness, and is less enjoyable compared to reading in person. Overall, these results indicate a clear preference for traditional reading methods.

In contrast,

In summary, although students expressed some reluctance and discomfort toward online reading, their overall performance suggests effective adaptation and a growing acceptance of digital reading environments.

An analysis and explanation of the research's findings are given in this section. The purpose of this study was to examine how EFL students felt about reading using an online platform. Questionnaires were employed by the researcher to collect study data. Google Forms was used to administer the survey. There were 24 participants in this study.

Based on the survey results, it was found that 0% of EFL students had negative or low attitudes regarding reading when using the online system. Furthermore, 75% of EFL students had the most positive attitude when reading. And 25% of them have positive attitude when reading. It indicates that most EFL students used the online system with a positive attitude towards reading.

In the second study, the impact on EFL students' attitudes toward reading via online system at University Muhammadiyah Sumatera Utara's VII semester English Department is good, according to the largest percentage of data analysis. Reading via online system made EFL students more versatile in their thinking skills, and they loved reading via online system. In other hand, according to the journal that I have read, most students find online learning ineffective and dull. Students have expressed concerns about the impact of the environment and inadequate internet connections on online learning. This research aims to improve the effectiveness of learning media in Indonesia.

4. CONCLUSION

The EFL Students' Attitude to Reading Via Online System at the VII Semester English Education Department of University Muhammadiyah Sumatera Utara, based on the percentage data, calculate the highest and minimum scores, as well as the mean and median. A positive attitude is one that tends to demonstrate or accept, follow, approve, and implement relevant norms. According to the results of this study, 75% of EFL students had the most positive attitude toward reading and 25% of them had good attitude when reading via online system from 15 statements in questionnaires. However, according to the statistics the highest percentage of data analysis. Reading using an online system increased the versatility of EFL students' thinking skills, and they enjoyed it.

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