

**AN ANALYSIS DIGITAL READING CHALLENGES AND STRATEGIES
AT THE STATE JUNIOR HIGH SCHOOL IN SMPN 3
PATTALLASSANG**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
University in Part Fulfillment of The Requirement for the Degree of Education
in English Department*

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MUHAMMADIYAH UNIVERSITY OF MAKASSAR

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MOTTO

“You can stop for a moment, cry and scream but not give up”

“For myself, I love myself”

Dedication

This paper is dedicated to:

- My beloved parents (Berahima and Sehang), with their love and effort who always pray and support me.
- My best brothers and sisters (Samsul bahri, Burhanudin, Sri haryati, Ario suwandi, Sri herawati putri, Gilang firmansyah) who never ending support motivation and attention.
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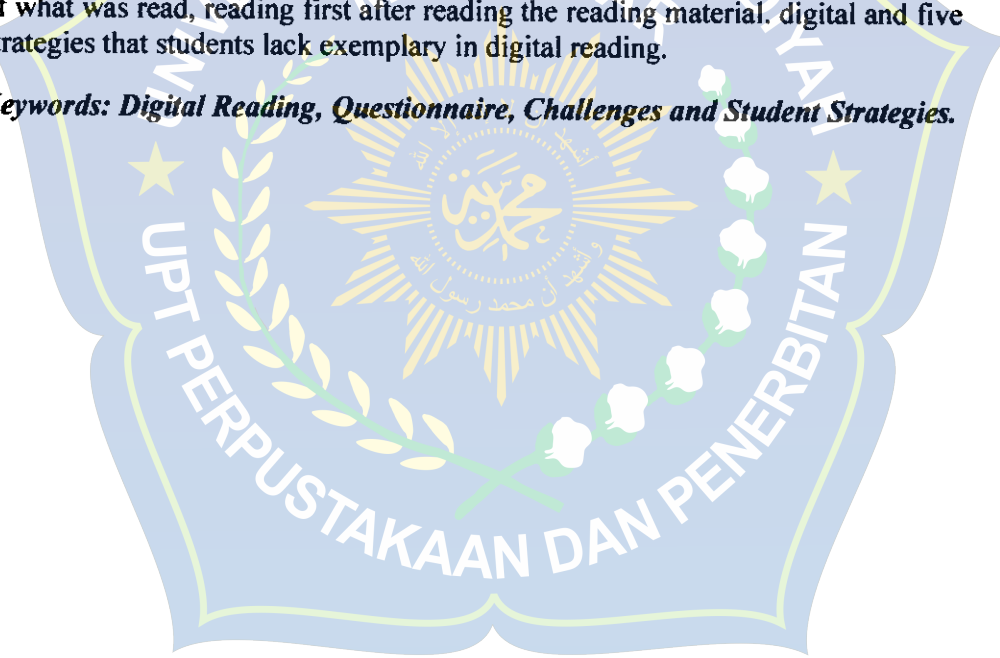


ABSTRACT

Sri Hartati. 2022. Analysis of Digital Reading Challenges and Strategies at SMPN 3 Pattallassang. A Thesis of English the Department, Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. (Supervised by Ummi Khaerati Syam and Hijrah.)

This study aims at finding out: What are the challenges faced by students when reading digitally and what strategies are used by students when reading digital, eighth grade one at SMPN 3 Pattallassang. This research method was a qualitative descriptive method. Research data were collected through direct observation and questionnaires in schools as a data collection tool. The sample of this research was eighth grade one students at SMPN 3 Pattallassang. Samples were taken using a questionnaire. Based on the research, it was found that the challenges and strategies of students in answering the questionnaire were underlining reading that was not understood, lack of words, less interest in digital reading, less able to know vocabulary in reading, less able to sting together syllables in reading, finding out the description of the material to be read, becoming an active thinker, namely finding the intent or composition, trying to write important words or sentences in the reading, writing a summary of what was read, reading first after reading the reading material. digital and five strategies that students lack exemplary in digital reading.

Keywords: *Digital Reading, Questionnaire, Challenges and Student Strategies.*



ABSTRAK

Sri Hartati. 2022. *An Analysis Digital Reading Challenges and Strategies at The State Junior High School in SMPN 3 Pattallassang. Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. (Dibimbing oleh Umami Khaerati Syam dan Hijrah.*

Penelitian ini bertujuan untuk mengetahui: Apa saja tantangan yang dihadapi siswa saat membaca digital dan Strategi apa yang digunakan siswa saat membaca digital, kelas delapan satu di SMPN 3 Pattallassang. Metode penelitian ini adalah metode deskriptif kualitatif. Data penelitian dikumpulkan melalui observasi dan questionnaire secara langsung di sekolah sebagai alat pengumpulan data. Sampel penelitian ini adalah siswa kelas delapan satu di SMPN 3 Pattallassang. Sampel diambil dengan menggunakan questionnaire. Berdasarkan hasil penelitian peneliti menemukan tantangan dan strategi siswa dalam menjawab questionnaire adalah menggaris bawahi bacaan yang tidak dipahami, kurangnya kosakata, kurang terampil dalam membaca digital, kurang mampu mengenal kosakata dalam bacaan, kurang mampu merangkai suku kata yang ada dalam bacaan, mencari tahu gambaran materi yang akan dibaca, menjadi pemikir yang aktif, yaitu berusaha menemukan maksud atau komposisi pengarang, melingkari kata atau kalimat penting dalam bacaan, menulis rangkuman dari apa yang dibaca, menulis kesan terlebih dahulu setelah membaca bahan bacaan. Dapat disimpulkan bahwa ada lima tantangan yang membuat siswa sulit membaca digital dan lima strategi yang kurang siswa teladani dalam membaca digital.

Kata kunci: Membaca Digital, Angket, Tantangan dan Strategi siswa.

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Makassar, 24 Mei 2022

The Researcher



SRI HARTATI

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CHAPTER I

INTRODUCTION

A. Background

In general, reading is an activity that gives meaning to a set of letters, words, and sentences. That is the initial understanding of the daily activities known as reading. According to Hittleman 1978 as quoted from his book entitled *Reading in a Changing World*. He said reading is a verbal process interrelated with thinking and with all other communication abilities – listening, speaking, and writing. In particular, reading is the processes of reconstructing from the printed patterns on the page the ideas and information intended by the author. The use of digital reading applications leads to digital reading behavior, according to Larson in Dizon (2014), digital reading is an activity to read text in digital format using a digital device. According to Lemish. (2015) new media and reading as the internet, online technologies and mobile devices became widespread in the past 25 years, research geared specifically at exploring the domestication and home ecologies of new media turned out to be of paramount importance. Based on the definition above, we know the process of re-understanding the ideas or ideas contained in a written text as well as the information initiated by the author. Usually do it without gadgets or electronic devices. Meanwhile, fundamental changes take place as soon as all aspects of life experience the process of internet

era, we are required to live in two worlds, namely the real world and the virtual world. This fact shows that there are new developments in the meaning of reading activities. In this second development, reading is done using a device called cellphone and other electronics and must always be connected to the internet as the main requirement. Without the internet, it is impossible for us to connect with the digital world. Likewise, reading material or materials, or objects from reading activities also migrate to the digital world.

Change, from my experience, I have observed in a village which has one secondary school, namely SMPN 3 Pattallassang which is very narrow with the first language being Indonesian, especially English because students there are more prominent in using their mother tongue so they only use Indonesian. still stuttering let alone using English I once tried for them to read in English with the fact that they only read straight without proper pronounciation so I said that it was one of their challenges to read digitally, many more challenges they experienced such as networking especially in the village it is very difficult in the network there only the Telkomsel network is certain and also the xl network in certain areas too, the limited quota they have is also very difficult and I who use the xl network can only buy quota if I am in the city, and too student there also mostly use the cellphones of both parents so that they are also limited to using the internet. Maybe those are the challenges that I got at SMPN 3 Pattallassang.

B. Problem of the Research

Based on the background, the researcher formulates the following research questions:

1. What are the challenges faced by students when reading digital text?
2. What strategies do students use when reading digital text?

C. The Objective of The Research

1. So that students know what challenges they face.
2. So that students know what strategies to use.

D. Significance of The Research

1. Theoretical Significance

- a. This research provides teachers' understanding and reflection on the challenges of digital reading to improve students' reading skills.
- b. This research can be a reference for researchers who want to do this research.

2. Practical Significance

- a. This research improves students' reading skills by using digital reading. students makes digital reading a habit.
- b. For the researchers, this research can develop knowledge about students' ability to read and find out the contents of reading in the learning process.

E. The Scope of Research

The researcher explained about digital reading and digital reading challenges for class VIII consisting of 30 students at SMPN 3 Pattallassang. The problem that

will be raised in this research is the challenges and strategies of digital reading where the researcher provides a questionnaire about the challenges and strategies of digital reading to find out what are the challenges of students in digital reading.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

There are 3 researchers who have conducted research related to Digital Reading Challenges. There are explained as follow:

1. Pardede, (2019) Printed texts have long been used as the prime medium of learning to read and reading to learn. However, the ubiquity of technology has emerged digital text, and the accelerating influx of digital text requires new comprehension skills and strategies. This article reviews and synthesizes current ideas and research findings on digital reading in EFL context to provide a more solid theoretical basis for digital texts use in reading comprehension programs. Discussion in this article begins with the comparison of the nature of conventional or print reading versus digital reading and the characteristics of printed texts versus digital texts. After that, the discussion proceed to the findings of relevant studies concerning the effect of digital reading to comprehension, students and instructors' perception of digital text, and strategies for reading digital text.
2. Anita Fatimatul Laeli (2020) Technological development in the 21st – century impacted teaching and learning English. One of the impacts of this technological development is reading activities and competencies, reading experienced a phase of change from printed text to digital text. The change from printed text to digital text requires new literacies, such as locating

information and synthesizing online information. This case study aimed at investigating teachers' perceptions and senior high schools around East Java, were involved in this study. An open-ended questionnaire was distributed to portray ELT teachers' attitude, knowledge, and practices in reading digital text. The study revealed that all teachers have a positive attitude toward the practice of reading digital text. However, most teachers have misconceptions about knowledge and practice in implementing reading digital text activities. Surprisingly, all teachers in this study claimed that they never received a particular workshop to read digital text activities for English class. Hopefully, this study's result could contribute to the ELT curriculum in responding to the need to facilitate the new literacy in (online) reading and teacher professional development to develop teachers' reading digital text competencies. However, teachers as facilitators in classroom learning activities must recognize new literacy in online reading (especially reading digital text) to help students achieve reading competence in today's digital-based information era.

3. Coiro (2014) This paper details a number of challenges and opportunities for today's learners when reading for information on the internet. After defining online reading comprehension from a new literacies perspective and how it appears to be different than offline reading comprehension, highlight details about four of the biggest challenges for today's learners. These include 1) understanding and becoming proficient with the new literacy skills and practices needed for online research; 2) developing a

special kind of digital wisdom that focuses on learning how to learn with the internet ; 3) taking on new roles in a digital culture that expects learners to actively participate and contribute with new knowledge as a member of their community; and 4) developing positive attitudes toward using the internet for academic work. The second part of the paper shares examples of how skilled online readers can use the steps of online inquiry to think more deeply about topics that interest them; develop a personal voice as they share ideas with others; and work collaboratively to build meaning and new digital products that enable them to make a difference in their world, or matter. You can explore the research and resources from this presentation in more depth.

B. Some Pertinent Ideas

1. Digital Reading

a. The definition of digital reading

Digital reading is a reading that suggests reading with social media which such as digital text can be accessed from the internet in the form of web pages, text messages, or online posts such as blogs, or stored on screen reading devices. reading printed texts and online texts.

According Chen in Pardede, Print vs Digital Reading Comprehension in EFL, 2020 Both differ from printed text in that it is usually characterized by fixed and predictable paths, digital text paths require random and unpredictable text. Readers can distinguish between reading digital text with screen limitations and getting to a text by using the link that the reader uses to

view the text. Reading online faces more challenges in their struggle to understand what they read.

According Coiro in (pardede, 2019) Using hyperlinks in digital text makes it more complex for readers to move both their minds and their bodies on the screen. from several opinions on the effect of digital reading on learning comprehension which compares reading printed text and digital text in comprehension, speed and accuracy. Reading printed text is more accurate than reading digital.

According to Long (2016) that someone who uses digital reading applications as a reading medium has a positive increase in their motivation to read. This new literacy in reading the use of media such as computers, mobile phones and the internet in modern life has influenced major changes in learning and teaching English. The most important system to be brought by technology today is the internet, which encourages adequate writing, reading and communication competencies.

According leu, in (Anita fatimatul laeli, 2020) internet provides users to read text in a new environment called digital text. According Coiro & Dobler, in (Anita fatimatul laeli, Reading digital text as a new literacy in ELT: teachers' perception & practices, 2020) Digital reading that uses online media that directs readers to read hypertext information.

Reading digital is the knowledge and skills of users in utilizing digital media, such as communication tools, internet networks and so on. There are several digital reading media:

User skills in digital reading include the ability to find, work on, evaluate, use, create and utilize them wisely, intelligently, carefully and precisely according to their use.

b. Basic principles of digital reading

According to Yudha Pradana in Attribution of Digital Citizenship in Digital reading (2018), digital reading has four basic principles, namely:

1. Understanding

This means that people have the ability to understand the information provided by the media, either implicitly or explicitly.

2. Mutual dependence

This means that the media are interdependent and interrelated. Existing media must coexist and complement each other.

3. Social factors

This means that the media share messages or information with the community. Because the long-term success of the media is determined by the sharers and recipients of information.

4. Curation

This means that people have the ability to access, understand and store information for later reading. Curation also includes the ability to work together to find, collect and organize information that is considered useful.

c. Benefits of digital reading

According to Eti Sumiati and Wijonarko, digital reading has brought many benefits to people's lives. These benefits include:

1. The activity of finding and understanding information can increase individual insight.
2. Improve the individual's ability to be more critical in thinking and understanding information.
3. Increase the mastery of individual 'vocabulary', from various information read.
4. Improve individual verbal abilities
5. Digital literacy can improve individual focus and concentration.
6. Increase the individual's ability to read, compose sentences and write information.

d. Digital reading challenge

Digital literacy has at least two challenges that must be faced. This challenge can be overcome by applying digital literacy in every use of information and communication technology. Here's the explanation:

1. Lots of information flow

The most powerful challenge of digital literacy is the large flow of information. This means that people receive too much information at the same time. In this case, digital literacy plays a role, namely to seek, find, sort and understand correct and appropriate information.

2. Negative content

Negative content is also one of the challenges of the digital literacy era. For example content, racial issues and others. Individual ability to access the internet, especially information and communication technology, must be

accompanied by digital literacy. So that individuals can know which content is positive and useful and which content is negative.

e. Example of digital reading

Digital reading can be applied anywhere, namely in the family environment, school environment or community environment. Here are some examples of applying digital reading:

Digital literacy in school.

1. Communicate with teachers or friends using social media.
2. Send school assignments by e-mail.
3. Online learning, namely through applications or the web.
4. Look for teaching materials from trusted sources on the internet.

f. Advantages of digital reading

Fatimah Azzahrah as Co-Founder of Cabaca said that unlike conventional books printed, in sheet form, books are available digitally in one application and can be easily accessed through various devices, such as smartphone, laptops, tablets, and so on. There are five advantages of reading digital books:

1. Practical and concise. The first advantage that digital books have is that they are more concise and practical. Because it is supported by digital technology, all book collections are stored in one application.
2. The possibility of such damage is minimal for digital books that do not have a physical form in the form of paper or sheets. Digital books collection are more durable, stored neatly, and will be not damaged even if they have been stored for a long time.

3. Different form conventional books, digital books do not require a lot of printing and distribution costs, so the selling price will be relatively cheaper.
4. Digital books are also space-saving don't need to prepare a large cupboard specifically for books that makes the room narrow.
5. Easy to mark. When reading a book that is not finished at one time, you must often mark the book by folding the edges of the pages, as a result the book becomes damaged.

g. Media use for digital reading

1. Digital Books

Digital Books (Digital Books) or known as electronic books (E-books) are a form of book that can be opened electronically via a computer, laptop or smartphone. A digital book is a publication consisting of text, images and sound and published in digital form that can be read on a computer or other electronic device. In the journal (Ruddamayanti, 2019) a digital book or e-book (electronic book) is a technology that utilizes a computer that is used to display information in the form of text, images, audio, video, and other multimedia in a concise and dynamic form that can be read by computers and other electronic devices (Eksawati & Sanjaya, 201; Putera, 2011; Seamolec, 2013; Smaldino, Deborah & Lowther, 2008). Digital book formats vary from formats supported by large companies and other formats supported by digital book readers and devices. E-books have two features from an educational point of view, namely e-book text is hypermedia, readers may use the included hyperlinks to jump to related topics,

and text may contain graphic, audio, and video elements; 2) e-book content can be easily changed to suit the needs of readers by uploading new books and deleting unwanted text (Smaldino, Deborah, & Lowther, 2008). Generally, electronic books are in demand because of their small size when compared to conventional books and e-books have a variation feature, so that words in electronic books can be quickly searched and found (Putera, 2011).

E-book is a book in digital or electronic form which usually contains information or guides/tutorials. This electronic book can only be opened and read through electronic devices such as computers, tablets, and smartphones. In this digital era, of course, e-books are more widely used than printed books. Referring to the definition of ebook above as a book in digital form, in terms of use and storage it will be more practical, so many people prefer to buy ebooks rather than printed books. Some experts give opinions about the definition of ebook, including:

a. Wikipedia

According to Wikipedia, an e-book is a publication of books available in digital form, consisting of text, images, or both, which can be read on a flat screen computer screen or other electronic device. Although it is sometimes defined as an “electronic version of a printed book”, some e-books are created without a printed version.

b. Whatls

According to Whatls.com, the notion of an e-book is an electronic version of a traditional printed book that can be read using a personal computer or by using an e-book reader.

c. Oxford Dictionaries

According to Oxforddictionaries.com, an e-book was an electronic version of a printed book that can be read on a computer or handheld device designed specifically for this purpose.

2. E-book function

The function of e-books was as a medium for reading information digitally through special devices. Generally, e-book users are those who are technology literate and accustomed to buying e-books for learning media. The following are the functions of the ebook for its users as well as for its providers:

a. As a Means for Learning

Today there are many people who make e-books that contain science and tutorials in certain fields. The themes of reading and information that are often used as e-books are about online business, blogging tutorials, computer tutorials, and things related to technology.

b. As Information Media

Nowadays, many business people are giving free ebooks to their potential customers. By entering an email, potential customers can download an ebook that contains the information or tutorials they need. The process of creating and

distributing this ebook was very easy because it was digital. That was why ebook was very suitable to be used as a medium of information.

3. Ebook purpose

As mentioned in the definition of an e-book above, the purpose of making an e-book is to facilitate the process of disseminating information and learning to its users. The purposes of the e-book are as follows:

a. Ease of Making Books

E-book was one solution for those who want to issue a book but have difficulty in making it. As we all know, the process of making printed books is quite long and difficult.

b. Save the Cost of Making Books

The cost of making a printed book is quite large because it still uses conventional equipment. Unlike the case with the creation of e-books, the cost is almost nothing and can even be free.

c. Facilitate the Information Dissemination Process.

The distribution of e-books is very easy to do, namely through internet media and also other electronic equipment such as flash drives or hard drives.

d. Facilitate the Learning and Teaching Process

With the e-book, the learning and teaching process becomes easier. Teachers can make subject matter in the form of an ebook and then send it to their students. From the student's point of view, of course, it will be greatly facilitated because they can study subject matter in the form of e-books anywhere and anytime.

e. Protecting Shared Information

When we create an e-book, we can provide protection against the contents of the ebook. The trick is to provide a special password, so that only certain people can open it. Digital books are not as easily damaged as printed books. This is a distinct advantage for e-book users.

4. Ebook format

In its manufacture there are several e-book formats that are used according to needs. The following are some of the e-book formats:

PDF (Portable Document Format)

EPUB (Electronic Publication)

MOBI (MobiPocket Format)

AZW (Amazon World)

KF8 (Amazon's Kindle Fire Format)

PDB (Palm File Database)

HTML (HyperText Markup Language)

PRC (Palm Resource File)

CHM (Compressed HTML)

XHTML

XML

5. Advantages and Disadvantages of E-books.

The use of e-books is very widespread in Indonesian society because they are considered cheap and easy to obtain. However, in addition to having advantages, e-books also have disadvantages, namely:

a. Advantages of E-books

More Compact: e-books or digital books prove to be much more concise than printed books. Smartphone and other handheld device users can open ebooks anytime and anywhere **More Durable:** because they are digital, of course e-books are more durable and not easily damaged like printed books. **Cheaper:** The process of making e-books is very easy and cheap, so the price tends to be cheaper than printed books **Environmentally Friendly:** e-books do not require ink and paper so they are more environmentally friendly than printed books made of paper and ink.

b. Disadvantages of Ebooks

Unstable: indeed most people prefer the compact. However, some people prefer to hold books over gadgets and this cannot be provided by ebooks **Smaller Font Size:** In general, the font size in e-books tends to be smaller than in printed books, especially if you open it on your cellphone. **Makes Eyes Tired Quickly:** when reading e-books, the light from mobile phones or other handheld devices will make eyes tired quickly. Long-term use can cause damage to the eye, for example minus eye.

2. The challenges of digital reading

With the development of digital equipment and access to flooded digital information, skills in digital literacy are things that must be mastered by internet users.

a. First challenge.

Develop proficiency with aspects of online reading. So what skills are important for eighth graders, only by reading online comes understanding, intelligence and creativity. By simply opening a website on the internet, ideas arise to develop skills. The key in his explanation is that good online readers are aware that: the same skills and practices that research finds are important aspects of online reading. Understanding is the ideas that arise that are needed to find information efficiently and determine which information is good and bad.

b. Second challenge.

Developing digital wisdom. In this case the researcher uses the second challenge for students who are studying in the digital era. According to Mark Prensky in (coiro, 2014) a popular education scholar and author, argues that today's children are more aware of using technology around them. He pointed out that young people in the digital era have more control over or understand technology while the older ones understand less about it. The understanding that younger students have is easier to understand about using digital but students overestimate their abilities for academic learning purposes. Thus Mark Prensky in (coiro, 2014) changed that thinking by writing several books that think students of all ages have good ideas to share. We also need to develop digital well so that future generations can accept it well.

c. Third challenge.

Language culture. In this case the research changes students' habits in terms of using the daily language used such as a second language, namely the

mother tongue which makes reading English one of the challenges. Most students use a second language or local language at school, which makes students less able to use Indonesian and English.

d. Fourth Challenge.

In the digital age. In the current era, it is a formidable challenge for students and schools where when schools do not act, they are consumed by the times. According to Sudira (2015) the learning paradigm is currently experiencing a shift from conventional education with limited opportunities and this is starting to be patterned into the process of self-determination, factualization, and self-directing which is learning without time, resources, space and time. In today's digital era, technology is not only a means of communication but also technology as a learning tool for students and teachers. Students by only using networks and smartphones and computer students can access all information.

3. Strategies of digital reading

Strategies is a plan or way of doing something. There are many strategies that readers can use, and good readers will use them often. They used the strategy before, during, and after reading. Here are some strategies to help you read your textbook materials. The concept of reading strategies according to Semry & Mahendra in (Idayani, 2019) reading strategies are an important part of language learning strategies. Reading strategy aims to interpret the text, interpret the meaning of the text, and be able to arrange words. Reading strategies have been defined as plans and actions to solve problems when readers face them in designing meaning (Janze, 2003) in (Idayani, 2019) He believes that a top-down

strategy is more comprehensive than a bottom-up strategy. For example, linking what readers have read with their background knowledge is called a top down strategy. On the other hand, the bottom-up strategy is to decide on the information presented in the data from the text, for example understanding the text by analyzing the words and sentences in the text itself or by looking up foreign words in a dictionary. In this explanation we can conclude that the reading strategy is knowing how to find words in the text, understanding the reading in the text where the reader can find the information contained in the text.

Components of reading strategy According to Shoerey & Mokhtari in (Idayani, 2019) there are three categories of reading strategies in the SORS (Reading Strategy Survey): metacognitive strategies, cognitive strategies and support strategies. What is meant by metacognitive reading strategies is the ability to expand knowledge to monitor the reading process. On the other hand cognitive reading strategy is decided as a local technique which is used by the reader while reading quickly with the text, especially when it becomes a problem. Thus the reader must read several times in order to understand the meaning of the text read and find vocabulary. O'Malley and Chamot in (Idayani, 2019) also argue that cognitive strategies work directly on approaching information, using it in a way that reinforces the learning process. This strategy can also pose challenges in the reading process. Strategy is a plan or way of doing something. There are many strategies that readers can use, and good readers will use them often. They used the strategy before, during, and after reading. Here are some reading strategies:

1) Before Reading

Before you start reading, try to get the "big picture" or overall point of the material. Here are some strategies to help you see what you're reading. Think about the title and then ask yourself some of these questions:

- a. What do I know about this topic?
- b. What do I want to know?
- c. What is the content of the article/reading that you will read?
- d. Next, look at the pages by looking at the main headings, words in bold, words in italics, and image captions.
- e. Look for the summary at the end of the chapter and read it carefully.
- f. Also look at charts, graphs, pictures, and diagrams, and think about what each chart, graph, picture, and diagram "says" about the topic under discussion.

2) During Reading

- a. As you read, try to be sensitive, to be an active thinker!
- b. Look for answers to each of your questions.
- c. Stop immediately and ask yourself, "What did I just read?" Then answer your own question.
- d. Make a list of keywords, phrases, or concluding sentences.

Try to find the author's purpose or pattern of composition. Read the following "Destination Pattern":

a. Purpose Pattern

Finding the author's purpose while you're reading is also a very helpful reading strategy. Here are four general "Purpose Patterns" you can look for as you read.

b. Experience Sharing Pattern

Writers often share their personal experiences with their readers. Pay attention to the words "I" or "We". You can usually read this right away. As you read, ask yourself, "Why did the author write this article?"

c. Question/Answer Pattern

Look for questions as you read, especially at the beginning of a chapter or paragraph. Remember, the author's goal is to give you the answer to every question. Don't stop searching until you find the answer.

d. Opinion Pattern/Reason

Notice "I believe...." or "In my opinion...." Reason should follow opinion. Find it.

e. Fact/Evidence Pattern

Pay attention to factual statements with evidence. Evidence can be a list of facts, a number of examples, or a diagram. Read slowly. If you don't understand the factual sentence, pay attention to the words you don't understand or ask someone for help.

3) After Reading

After you finish reading -- but before you close the book or put down the material -- take another look at the pages. Here are some tips for reviewing.

Ask yourself a few questions:

- a. What do I know now that I didn't know before I read this book?
- b. If I had to tell someone what I read, what would I say?
- c. Share what you just read with others who will listen.
- d. Write a summary of what you read.

4) Reading strategies that can be used

a. 3M (Research, Read, Take Notes)

1. 3M is a reading strategy that can be used when reading nonfiction. It's easy, divide your writing paper into two columns and start researching, reading, and taking notes.
2. Researching Read the title, main title, subtitle, words in bold and italics, captions, and summaries.
3. Reading Before you read each section, write the main heading and subheading in the left column of your paper.
4. Take notes When you finish reading a section, write your keywords, phrases, or ideas in the column to the right next to each heading.

b. Mapping

Mapping is also a great reading strategy, especially if you read textbooks. All you have to do is write the subject in the center of the page and

draw a map of what you are reading. Mapping helps you do several important things:

1. Get the main topic before you start reading.
2. Focus on the subject and stay focused while reading.
3. Review, summarize, and use the information obtained after reading.

c. TIB (Know, Want, Learn)

TIB is a great strategy to use alone or in pairs. To do this, divide your paper into three columns and write K, W, L at the top of each column. How to use KWL chart?

1. Write what you know in the "K" column. This will get you started thinking about the topics covered. Questions will start popping up in your head. This will push you to the second column, "What do I want to learn?"
2. Fill in the "W" column with what you want to learn. This will give you a variety of things to look for as you read.
3. When you finish reading, fill in the "L" column with "What did you learn?" Then check to see which questions from the "W" column have been answered successfully. Which questions have not been answered? Are the facts that you thought you knew were false or only partially true?

5) Writing to learn

Here are some general learning writing strategies that you can use before, during, and after you read. Try some of these strategies until you find the one that works best for you.

1. First Thoughts

Write down your first impressions when you read the material – before you read or as soon as you start reading. This will help you focus your mind.

2. Stop and Write

Whenever you feel the need, stop and write down your thoughts and feelings about the interesting (or confusing) ideas of what you read. Write briefly and freely for 2-3 minutes.

3. Grouping

In the middle of the page, write a word that relates to an important topic in reading. Circle the word. Then think of other related words or ideas and write them around your keywords.

4. Dialog

Have 2 people discuss an idea from what you read (you can be one of the speakers). Then write a short summary of this discussion. It will make what you read come to life.

5. Ask Questions

Keep asking yourself "why...why...why..." in your writing. Keep asking questions until you reach a dead end or a natural stopping point.

6. Retelling

Pretend your friends don't read what you read, but they want to know the information. Think about what you would say to them and write it down. Then practice by retelling the information.

C. Conceptual Framework

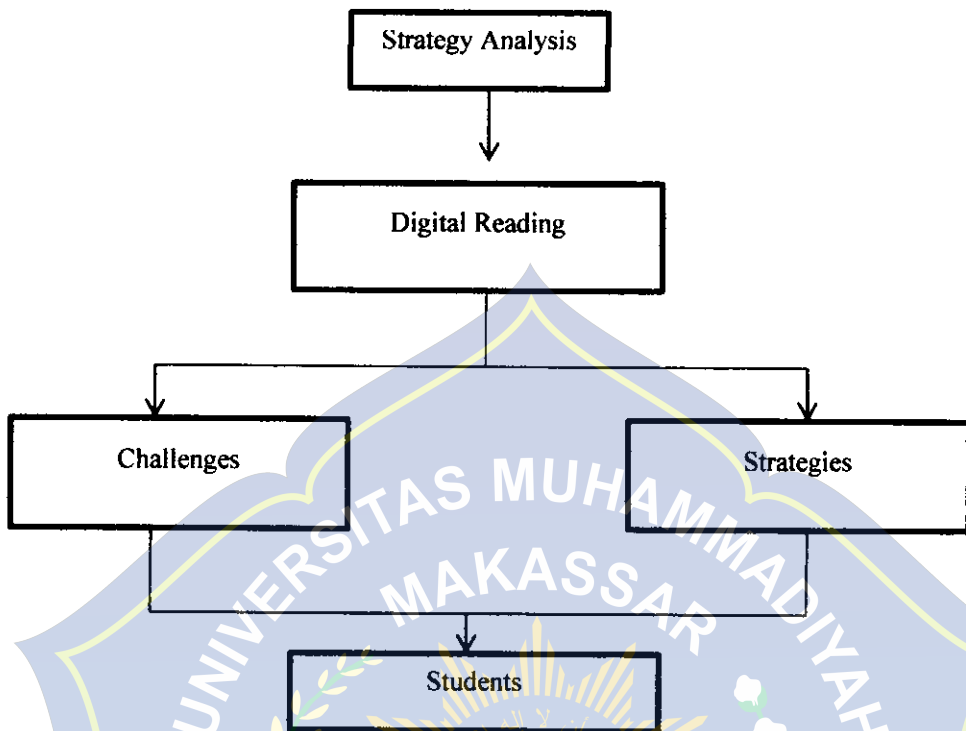


Figure 2.1 Conceptual Framework

The conceptual framework explains the purpose of this research. This case the researcher wants to get an analysis of what are the challenges faced by students when reading digitally and what strategies are used by students when reading digitally in class VIII of SMPN 3 Pattalassang. Analysis of the strategy, in this case the researcher uses two stages, first the researcher wants to know what are the challenges faced by students in digital reading. The second the researcher wants to know what strategies students use when reading digitally at SMPN 3 Pattalassang.

CHAPTER III

RESEARCH METHODS

A. Research Design

The researcher used qualitative as the method for this research. According to Sugiono (2005), qualitative research was more suitable for this type of research that understands social phenomena from the participant's perspective. In simple terms, it can also be interpreted as research that was more suitable for researching the object of research. This research describes the challenges and strategies of eighth grade one at SMPN 3 Pattallassang in digital reading.

B. Research Subject

This research was conducted on eighth grade one students at SMPN 3 Pattallassang. The subjects of this study were students who had done digital reading before, where 30 students of eighth grade one have fulfilled the number of studies to be given a questionnaire.

C. Research Variable

In this research variable, the researcher already what the challenges and strategies of eighth grade students in digital reading at SMPN 3 Pattallassang.

D. Research Instruments

This research, the researcher distributed as the main instrument. To collect the data, the first was to observe activities on a process or object by feeling and knowing the knowledge of a phenomenon based on previously known knowledge

and ideas, to obtain the information needed for a study. both data collection questionnaires through a form containing questions or statements submitted in writing to the students of SMPN 3 Pattallassang.

E. Data Collection

To collect data the researcher did several steps. as follows:

1. The researcher met the English teacher at the school to find out information about the eighth grade students.
2. After that, the researcher was directed by the English teacher to enter the eighth grade one to introduce himself and tell the researcher's purpose, then observe the students
3. Then the researcher gave an explanation regarding digital reading to students and the next step was to distribute questionnaires to students

F. Technique of Data Analysis

In analyzing the data, the researcher used a survey method where the researcher interacted directly with the research subject or test subject. By using a questionnaire technique that must be filled in by the subject.

The researcher collected all the information obtained as follows:

1. The first researcher collected all data or information that can be obtained after researching students.
2. The second researcher examines the results of his research by comparing the two information obtained through observation and questionnaires.
3. The third researcher concludes the information that has been obtained in this study.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

Researchers conducted research at SMPN 3 Pattallassang in eight grade students in the 2021/2022 academic year. The population in this study were eight grade students used a questionnaire. The research findings are based on the results of the questionnaire. Eight grade student's digital reading five challenges and five strategies in answering the questionnaire.

Based on the results of student questionnaires, the researcher found several challenges and strategies for digital reading as follows:

NO	Questionnaire	Strongly Agree	Agree	Do Not Agree	Strongly Disagree
1	When I read English textbooks, I underline what I don't unders tand (Ketika saya membaca buku pelajaran bahasa Inggris, saya menggaris bawah apa yang tidak saya mengerti)	14	10	5	1
2	Lack of vocabulary that makes me not understand the meaning in reading (Kurangnya kosa kata yang membuat saya tidak memahami makna dalam bacaan)	17	11	2	0
3	I am less interested in digital reading (saya kurang tertarik dalam membaca digital reading)	16	6	5	3
4	I am not able to recognize vocabulary in reading (saya kurang mampu mengenal kosa kata dalam bacaan)	11	8	6	5
5	I am not able to assemble the syllables in the reading (saya kurang mampu merangkai suku kata yang ada dalam bacaan)	10	9	7	4

6	when I start reading I use the first step which is an overview of the material I read (ketika saya mulai membaca saya menggunakan langkah pertama yaitu gambaran tentang materi yang saya baca)	19	8	3	0
7	The second step I take to become an active thinker is to try to find the author's purpose or composition (langkah kedua yang saya lakukan menjadi pemikir yang aktif yaitu mencoba menemukan tujuan atau komposisi penulis)	23	5	2	0
8.	The third step When I'm reading I circle the words or sentences that are important in the reading (Langkah ketiga Ketika sedang membaca saya melingkari kata atau kalimat yang penting dalam bacaan)	12	12	6	0
9.	Fourth step After reading I write a summary of what I read (Langkah keempat Setelah membaca saya menulis ringkasan dari apa yang saya baca)	13	13	3	1
10.	Last step When finished reading I write my first impression when I read the material (Langkah terakhir Ketika selesai membaca saya menulis kesan pertama saya ketika saya membaca materi tersebut)	18	6	3	3

Based on the table above it was stated that.

1. From questionnaire number one, 14 students said strongly agree, 10 students said agree, 5 students said disagree, and 1 student said strongly disagree.
2. From questionnaire number two, 17 students said they strongly agreed, 11 students said they agreed, 2 students said they disagreed, 0 students said they strongly disagree.
3. From questionnaire number three, 16 students stated strongly agree, 6 students said agree, 5 students said disagree, 3 students said strongly disagree.

4. From questionnaire number four, 11 students said strongly agree, 8 students said agree, 6 students said disagree, 5 students said strongly disagree.
5. From questionnaire number five, 10 students said strongly agree, 9 students said agree, 7 students said disagree, 4 students said strongly disagree.
6. From questionnaire number six, 19 students said they strongly agreed, 8 students said they agreed, 3 students said they disagreed, 0 students said they strongly disagree.
7. From questionnaire number seven, 23 students said they strongly agreed, 6 students said they agreed, 2 students said they disagreed, 0 students said they strongly disagreed.
8. From questionnaire number eight, 12 students said strongly agree, 12 students said agree, 6 students said disagree, 0 students said strongly disagree.
9. From questionnaire number nine, 13 students said strongly agree, 13 students said agree, 3 students said disagree, 1 student said strongly disagree.
10. From questionnaire number ten, 18 students said they strongly agreed, 6 students said they agreed, 3 students said they did not agree, 3 students said they strongly disagreed.

Based on quotations from number one to five the researcher found that most of the students chose strongly agree with the statement about the challenges of digital reading. While quotes from numbers six to ten, most of the students also chose to strongly agree with the statement about digital reading strategies.

B. Discussion

The discussion of the research based on the questionnaire that has been given, the researcher collects data to classify the conclusions from the questionnaire answers. This study found several challenges for students of SMPN 3 Pattallassang in digital reading, and several strategies for students of SMPN 3 Pattallassang in digital reading.

Based on the results of a questionnaire given to students which the researcher has done with several research statements to find out the challenges and strategies of eighth graders in digital reading, the researchers found that there are five challenges that are often faced by students. that was, students do not underline reading that they do not understand, lack of vocabulary that students have, students do not have quality internet access, the learning environment was not good, some students use smartphones from both parents. and five strategies put forward by students, namely finding out the description of the material to be read, being an active thinker, namely trying to find the author's purpose or composition, circling important words or sentences in the reading, writing a summary of what I read, writing my first impressions when I read it. I read the material.

The five challenges and five strategies above, the explanation was as follows: The first was not to underline readings that are not understood, most eighth grade students do not underline readings that they do not understand so that students cannot understand the contents of the reading even though they have tried to read and students do not realize that typing in English reading will change all

meanings. in the reading. The result was supported by pardede, (2019) stating that using hyperlinks in digital text makes it more both their minds and their bodies on the screen and the effect of digital reading on reading comprehension.

The second was the lack of vocabulary, the results of the questionnaire show that most of the eighth grade students lack vocabulary so that students' knowledge of sentences or readings in English was low. As we know that vocabulary is one of the most important thinks for English learners, we must have a lot of knowledge about vocabulary to master English for example in reading skills. According to Alqahtani (2013) ang Gu (2010), vocabulary was seen as an important tool for second language development. But in fact from the statement the student stated that they could not read because they used a high vocabulary and they often did not understand what the meaning of the text or the passages that used words were foreign to them. This result is also supported by Antoni (2014) he stated that the difficulties experienced by students in interpreting texts, limited vocabulary, and time constraints.

The third, most of the eighth graders are less interested in digital reading. The findings are similar to previous research conducted by Long (2016) that someone who uses digital reading applications as a reading medium has a positive increase in their motivation to read. This new literacy in reading the use of media such as computers, mobile phones and the internet in modern life has influenced major changes in learning and teaching English. The most important system to be brought by technology today is the internet, which encourages adequate writing, reading and communication competencies.

The fourth, most of the eighth grade students are less able to recognize vocabulary in reading, based on the observations the researcher found that most of the students were not interested in English lessons so students are not interested in reading English textbooks and also students cannot concentrate well in reading because in every student environment there are less internet facilities and limited signals used.

The fifth, is less able to string together the syllables in the reading, most of the students of class VIII have difficulty reading because of the limited vocabulary they have. Vocabulary is the arrangement of words in reading. According to Soedjito (2009), vocabulary or vocabulary is interpreted: all words contained in a language, wealth of words owned by a speaker or author, words used in a field of science, list of words arranged like a dictionary as and brief and practical explanation.

The sixth was finding out the description of the material to be read, most of the eighth grade students finding out the description of the material that be read students have done the initial stage which make students have no difficulty in reading. according to Semry & Mahendra in (2019) reading strategies are an important part of language learning strategies. The reading strategy aims to examine the text, check the meaning of the text, and arrange words.

The seventh was to be an active thinker that was trying to find the purpose or composition of the author, most of the eighth grade has done to become an active thinker to find purpose in reading. According to Janze (2003) He believes

that a top-down strategy is more comprehensive than a bottom-up strategy. For example, linking what readers have read with their background knowledge is called a top down strategy.

The eighth was to circle the word or sentence that was important in the reading, most of the eighth graders have done the stage where when reading marks the sentence that was important in the reading. The findings was similiar with the previous research conducted by Idayani, (2019) said that the strategy is to decide on the information presented in the data from the text, for example understanding the text by analyzing the words and sentences in the text itself or by finding foreign words in the dictionary. In this explanation we can conclude that the reading strategy is knowing how to find words in the text, understanding the reading in the text where the reader can find the information contained in the text.

The ninth was writing a summary of what they read, most of the eighth grade students have done when reading students summarize what they have read. This result also supported by Shoerey & Mokhtari (2019) that what is meant by reading strategy is the ability of knowledge to unify the reading process.

The last was to write the first impression after reading the reading material, most of the eighth grade students do it after reading to write their first impression after reading.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of the study, the researcher will conclude by showing the results of the questionnaire to students who answer five challenges and five strategies faced by students when reading digitally because they did not underline reading that they did not understand, lack of vocabulary, less interest in digital reading, less able to know vocabulary in reading, less able to string together syllables in reading, finding out the description of the material to be read, being an active thinker, namely trying to find the author's purpose or composition, circling important words or sentences in the reading, writing a summary of what was read, writing impressions first after reading the reading material.

B. Suggestions

Based on the results and discussion of the research, the researcher would like to provide some suggestions as follows:

a. Suggestions for teacher

The teacher can share knowledge with students about digital reading, especially about challenges and strategies in reading to motivate and encourage all students.

b. Suggestions for students

Reading was one of the most important activities in learning, especially reading books or English material, thereby increasing vocabulary, and finding a comfortable place for reading activities. Students must also dare to ask the teacher if they do not understand in English lessons.

c. Suggestions for other researchers

Other researchers should conduct further research with the same object but using different instruments or other skills about digital reading challenges and strategies, because we do not know whether students correctly understand the meaning of the questionnaire statements given.



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