

CHAPTER II

REVIEW OF RELATED STUDY

This chapter reviews the understanding theory used in the study concerning with the students' perception towards search engine as learning media to promote reading comprehension. To be more specific, this review of related literature discusses about previous studies, perception, nature, kinds, importance and assesment of perception. Search engine, nature, kind of internet resources, and the use of internet resources for language learning. Reading, nature, problems in reading, the teaching of reading in IAIN Palangka Raya.

A. Previous Studies

There are several of previous studies related to this research, and they are:

Firstly the research done by Sudiran, the result is the students' perception of the use of search engine (internet) can be categorized into positive. The fact obviously portrays the phenomena of the students' perception of the use of internet to access reading materials which is relevant to their reading assignment at the university. It can be said that students tend to use internet as media to find the reading materials to accomplish their reading assignment. For this reason, students consider internet for a means of problem solving when their lecturer have them do the reading assignment.

The students' perception of the importance of the use of internet in reading comprehension subject is positive. It means that students favored

the importance of the use of internet as teaching media to improve reading competence. Students regard internet as the important media in the learning process. They take advantage of the internet to obtain meaningful information about reading materials from which they can enhance their learning outcome. For this purpose, it can be claimed that internet is absolutely essential for the students to get information that enables them to improve their reading achievement. Students consider using internet to gain useful information which enables them to enhance their language skills, especially reading comprehension. Internet benefits students to enrich their mind by accessing a lot of information which enable them to increase their knowledge. Moreover, students have high level of frequency to access internet. This fact is evidence that students have favorable perception toward the use of internet in learning reading comprehension subject. On the basis of the findings and discussion, it can be suggested that internet plays an important role in learning reading. It can be applied as teaching media that can be used by students to improve their reading skills. ¹

Secondly the research done by Suratno et al, from the analysis of statistics, this pilot studied suggests that all the students of the faculty of Letters, SCU has made IT gadgets part of their day-to-day life activities. As indicated by the responses of the questionnaire, smart phones have

¹ Sudiran. Students' Perception of The Use of Search Engine (ICT) as Teaching Media in Reading Course. *The 61st International Conference, UNS Solo 2014*.

been the most frequently and laptops as their second most frequently-used gadgets.

They all enjoy using the technological gadgets and they admit that their vocabulary expands as a result of using gadgets. In addition, learning through the facilities offered by the Internet, as they admit, is both interesting and engaging and their listening skills improve as a result of using the technological gadgets.

In addition, it is found that among the most frequent activities done by the respondents (top 5 activities) using IT gadgets are to do the following (subsequently from the most frequent to the less): entertainment-related activities, chatting on-line, texting, updating social media status, and searching information via search engines.²

Thirdly, the research done by Ulfiati et al, the vast development of technology has changed the world as we know it. Not only has it changed our lifestyle, but it has also changed the way we view the world. Technology offers various potentials to enhance all aspects of our life, including education. Internet and computer technology, in particular, has offered various potentials yet to be explored and exploited by educators to improve the learning process. Moodle, as an instance of course management system, for example offers various features that can be used in teaching learning process including language learning. It provides varied, rich, and systematic activities built upon an supported by the

² Antonipus Suratno, Cecilia T, Murniati, and Emilia Ninik Aydawat. Students' Perceptual Beliefs about the Information Technology for Language Learning, *The 61st International Conference, UNS Solo 2014*.

theories and approaches in the teaching and learning of English as a Foreign Language (EFL). In particular, as explained in details above, Moodle offers some potentials in language learning as it can be used to provide authentic language use and autonomy to the language learners; two aspects that are known to be beneficial in language learning .³

This project therefore aims at integrating materials of *Reading for Academic Purposes* into the Moodle site, which includes reading materials, practices, etc. In the future, it is expected that are more materials can be fed to the system and the Moodle site be validated by experts and be implemented in Reading classrooms.⁴

The Fourth the research done by Flora Debora Floris, the finding is the students and teachers viewed the Internet as a potentially very useful resource for learning and teaching. The students felt that the Internet helped them improve their English because of the fact that most websites available are in English. In addition, their favorite online activities were chatting and emailing, through which they also practiced their language skills. The students thus agreed that the Internet helped them to promote their language proficiency, because each time they accessed the Internet they used English. They did not need to use websites specially designed for learning English.

³ Opcit. p.200

⁴ Lilik Ulfiati, Dedy Kurniadi, and Failasofah. Moodle and Reading Comprehension Materials for the EFL Students, Universitas Jambi, *The 61st International Conference, UNS Solo 2014*.

The teachers also believed that the Internet offered very good opportunities for language learning and teaching. They, however, did not suggest EFL websites for their students, because they mainly accessed the Internet in order to search for information for their own teaching. A number of teachers were similarly skeptical, as they seemed to prefer traditional course books/textbooks to materials available on the Internet. In general, EFL websites were not very popular among students and teachers. It might be because the technology does not yet allow real human-to-human communication to take place. Students prefer to *use* English and look for true interaction. Chat-rooms, instant messaging, and email appeal to them more than specially designed websites precisely because of the opportunities for real communication.⁵

The Fifth the research done by Jhon A Huss and Shannon Eastep, The finding is the very attributes of an online course that some students rated as positive and successful were the same components rated by others as negative, unwanted, and unsuccessful. The two most glaring examples involved the use of discussion boards and the requirement of group work or group projects. This study confirmed and expanded upon the findings from much of the previous research that suggested students have definite perceptions about online education and what they believe to be the necessary components for their success in this environment. Closing the

⁵Flora Debora Floris, Christian University Petra, Teachers' and Undergraduate Students' Perceptions of the Use of the Internet to Study English. *Journal of English Teaching*, vol. 2, number.3, October 2012.

gap between those perceptions and the realities they actually encounter within various online classes will be instrumental in helping us (and perhaps many of our colleagues) develop courses that provide the flexibility students desire while maintaining a necessary sense of “connectedness” with our institution and our faculty. Students did not directly express anxiety or apprehension about online education in general, but chose rather to emphasize course design, course organization, and instructor presence as the “make or break” aspects of distance education. These will determine if the escalation in online learning at our university continues to manifest, or if structural inadequacies ultimately send students back to the hallowed lecture halls.⁶

The Sixth the research done by Sam Hong et al, the finding is this study revealed that generally students at Universiti Malaysia Sarawak had positive attitudes towards learning using the Internet. This perception was not race or gender specific. It was also not related to students' scholastic ability. However students from the Faculty of Information Technology, Faculty of Engineering, and Faculty of Resource Sciences and Technology had more positive attitudes compared to students from the other two faculties. This could be because the students in these two faculties were more exposed and had more opportunities to use the Internet for course related activities.

⁶Jhon A Huss and Shannon Eastep, The Perceptions of Students towards Online Learning at a Midwestern University: What are Students Telling Us and What are We Doing About It? . *i.e:inquiry in education:Volume:4, Issue:2*, Article 5.2013.

The students generally had the basic skills in using the Internet and perceived the learning environment in the university encouraged them to use the Internet as learning tool. The students' basic skills in the Internet and their perceptions of the learning environment were related to their use of the Internet to supplement their learning requirements. Students with better basic skills in the Internet and perceived the learning environment to be supportive of using the Internet for their learning tasks generally had better attitudes toward using the Internet to improve their studies. Thus universities Malaysia Sarawak's efforts to promote and to encourage the lecturers and students to make use of the technology, in particular the Internet to support the learning activities were quite successful. The learning environment actively encouraged the use of the Internet for learning and teaching. The generic courses were achieving its' targets of providing the basic skills for using technology and the Internet and further inculcate the habit of using the Internet during their study at the university.

However, as the university moves to the next phase of using the Internet for learning purposes, by implementing Web-assisted and Web-based learning courses, the generic Information Technology courses should likewise be implemented in Web-assisted or Web- based format. This format of learning places less emphasis on face-to- face lectures and more on learning partially or totally on the Web. Thus it is important that students were exposed to this type of learning so that they could

benefit from Web-assisted and Web-based courses conducted in their field of specialization by the various faculties⁷.

The Seventh research done by O'Rourke et al, the finding is described an initial foray into an innovative online lecture format. As much as the available data emphasizes that the students were overwhelmingly positive towards the *interactive wall*, our evaluation has revealed many adaptations and improvements that could be made. For example, while a brief assessment was embedded into the *interactive wall*, there is the capacity via the use of Black Board discussion board features to 'flip' the lecture content into the tutorial rooms. Flipping content would allow a deeper examination of the material and the capacity for students to address uncertainties that arise when engaging with the material; it would also allow students to address the questions presented in the video-clips more thoroughly. Also, it is clear that an audit of what Wi-Fi environment or type of digital devices best support the *interactive wall* needs to be conducted. Finally, several students indicated that supporting notes were not provided with the lecture and this was an oversight. Previous studies have determined that students in higher education are receptive towards working online to achieve course outcomes, but the tools developed to achieve this, such as video lectures and Camtasia Power Points, appear to be limited in terms of presenting lecture content (i.e., they merely

⁷ Hong, K. -S., Ridzuan, A. A., & Kuek, M.-K. Students' attitudes toward the use of the Internet for learning: A study at a university in Malaysia. *Educational Technology & Society*, 6(2), 45-49. 2003.

represent another version of the traditional lecture) and are not always supported by various mobile devices. The *interactive wall* is unique in that it allows information to be presented in a structured format that encourages multiple views and enables a potentially deeper and more empathetic view of the content. The authors envisage opportunities in the future to use this format in a variety of teaching and learning situations, but in this initial exploration found it to be a promising vehicle for essential course content presented online. As Powell suggests, given the complex nature of our developing societies, university lecturers can “no longer be satisfied with a state where it doesn’t matter if anyone learns anything” the features that exist in the *interactive wall*, may provide lecturers with peace of mind that even when the content is out of their hands the message is well received⁸.

From the previous study above, it can be concluded internet resources is useful for education, in that it can supply many beneficial opportunities to find different resources. However, a basic rule should be considered while using the internet resources for successful research, that is, how the resources should be properly accessed by the students. Furthermore, the students must be disciplined in keeping themselves away from trap sites and entertainment in order to obtain the best achievements in their studies.

⁸Jhon O’Rourke, Susan Main, and Marttin Cooper Student Perceptions of Online Interactive Versus Traditional Lectures; Or How I Managed Not To Fall Asleep With My Eyes Open. *MERLOT Journal of Online Learning and Teaching*, Vol. 10, No. 3, September 2014.

B. Perceptions

1. Nature

Definition of perception According to Nelson and Quick, perception is the process of interpreting information about another person.⁹ What this definition has clearly highlighted for our attention is that the opinions we form about another person depends on the amount of information available to us and the extent to which we are able to correctly interpret the information we have acquired. In another people have on a particular situation the capacity to interpret the information that we all have.

According to Joseph, R.A.H.R. Markus, & R. W. Tafarodi, Perception is how you look at others and the world around you.¹⁰ Because your total awareness of the world comes through your senses, they all have a common basis and a common bias. How you look at the world depends on what you think of yourself, and what you think of yourself will influence how you look at the world.

Perception may be defined from physical, and physiological perspectives. But for the purpose of this study, it shall be limited to its scope as postulated by Allport, which is the way we judge or evaluate others. That is the way individuals evaluate people with whom they are familiar in everyday life.¹¹ Eggen and Kauchak gave cognitive dimension

⁹Quick, D.L. and Nelson, J.C, *Organisational Behavior: Foundations, Realities, and Challenges*, (New York: West Publishing Company),1997 pp. 83-84.

¹⁰Joseph, R. A., H. R. Markus, & R. W. Tafarodi. Gender and self-esteem. *Journal of Personality and Social Psychology* 63:3, 1992.p 391–402.

¹¹Eggen P, Kauchak D, *Educational psychology: Windows on classrooms*. New Jersey Prentice Hall, Inc 2001.

of perception; they see perception as the process by which people attach meaning to experiences. They explained that after people attend to certain stimuli in their sensory memories, processing continues with perception. Perception is critical because it influences the information that enters working memory. Background knowledge in the form of schemas affects perception and subsequent learning. Research findings have corroborated this claim that background knowledge resulting from experience strongly influence perception.

Baron and Byrne called it “social perception” which is the process through which we attempt to understand other persons. Attempt to obtain information about the temporary causes of others’ behavior (for example, the emotions or feelings).¹² The term “apperception” can also be used for the term under study. Apperception is an extremely useful word in pedagogic, and offers a convenient name for a process to which every teacher must frequently refer. It means the act of taking a thing into the mind.

The relatedness of this view of perception to the present study is further explained, that every impression that comes in from without, be it a sentence, which we hear, an objector vision, no sooner enters our consciousness than it is drafted off in some determinate directions or others, making connection with other materials already there and finally producing what we call our reaction. From this it is clear that perception is

¹²Baron RA, Byrne D. *Social psychology (8th ed.)*. Boston,: Allynand Bacon. 1991

the reaction elicited when an impression is perceived from without after making connection with other materials in the consciousness (memory). From this point of view two implications could be deduced. Firstly, perception cannot be done in vacuum, it depend on some background information that will trigger a reaction.

This is consistent with the view of researchers¹³ and the overall research problem of this study. Students' perception of teachers' knowledge of subject matter, attitudes to work and teaching skills is absolutely dependent on the fact that they have been taught by the teachers under evaluation and are familiar with them. They therefore, have minds already pre-occupied with memories and reactions that inventory for data collection will measure. Secondly, studies had confirmed possible influences on apperception. Perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception.

2. Kinds of Perception

a. Perception in Psychology

Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our environment and use that

¹³Allport GW. *Pattern and growth in personality*. London: William Clowes and Sons, Ltd.

information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful.¹⁴ Perception (from the Latin perceptio, percipio) is the process of attaining awareness or understanding of the environment by organizing and interpreting sensory information. All perception involves signals in the nervous system, which in turn result from physical stimulation of the sense organs. For example, vision involves light striking the retinas of the eyes, smell is mediated by odor molecules and hearing involves pressure waves.¹⁵ Psychologist Jerome Bruner has developed a model of perception. According to him people go through the following process to form opinions:

1. When a perceiver encounters an unfamiliar target we are opened different informational cues and want to learn more about the target.
2. In the second step we try to collect more information about the target. Gradually, we encounter some familiar cues which help us categorize the target.
3. At this stage the cues become less open and selective. We try to search for more cues that confirm the categorization of the target.
At this stage we also actively ignore and even distort cues that

¹⁴ Yolanda Williams, <http://study.com/academy/lesson/what-is-perception-in-psychology-definition-theory-quiz.html> (online on Thursday, May 14, 2015)

¹⁵ Academic Room. <http://www.academicroom.com/topics/what-is-perception> (online on Thursday, May 14, 2015)

violate our initial perceptions. Our perception becomes more selective and we finally paint a consistent picture of the target.

According to Alan Saks and Gary Johns, there are three components to Perception.

1. The Perceiver, the person who becomes aware about something and comes to a final understanding. There are 3 factors that can influence his or her perceptions: experience, motivational state and finally emotional state. In different motivational or emotional states, the perceiver will react to or perceive something in different ways. Also in different situations he or she might employ a "perceptual defense" where they tend to "see what they want to see".
2. The Target. This is the person who is being perceived or judged. "Ambiguity or lack of information about a target leads to a greater need for interpretation and addition."
3. The Situation also greatly influences perceptions because different situations may call for additional information about the target.

b. Perception and Reality

In the case of visual perception, some people can actually see the percept shift in their mind's eye. Others, who are not picture thinkers, may not necessarily perceive the 'shape-shifting' as their world changes. The 'esemplastic' nature has been shown by experiment: an ambiguous image

has multiple interpretations on the perceptual level. This confusing ambiguity of perception is exploited in human technologies such as camouflage, and also in biological mimicry, for example by European Peacock butterflies, whose wings bear eye markings that birds respond to as though they were the eyes of a dangerous predator. There is also evidence that the brain in some ways operates on a slight "delay", to allow nerve impulses from distant parts of the body to be integrated into simultaneous signals. Perception is one of the oldest fields in psychology. The oldest quantitative law in psychology is the Weber-Fechner law, which quantifies the relationship between the intensity of physical stimuli and their perceptual effects (for example, testing how much darker a computer screen can get before the viewer actually notices). The study of perception gave rise to the Gestalt school of psychology, with its emphasis on holistic approach.

3. The Importance of Perception

Perception is closely related to attitudes. Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. In other words, a person is confronted with a situation or stimuli. The person interprets the stimuli into something meaningful to him or her based on prior experiences. However, what an individual interprets or perceives may be substantially different from reality. A person's awareness and acceptance of the stimuli play an important role in the perception process. Receptiveness to the stimuli is

highly selective and may be limited by a person's existing beliefs, attitude, motivation, and personality. Individuals will select the stimuli that satisfy their immediate needs (perceptual vigilance) and may disregard stimuli that may cause psychological anxiety (perceptual defense). Perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception.

4. Assessment

Assessment in the form of questionnaires influences student's perception towards internet resources as learning media to promote reading comprehension tremendously. Since the publication of Thurstone's procedure for attitude assessment in 1929, employee surveys have been widely used in organizations to obtain information about workers' attitudes toward their environments. This information is helpful for healthcare managers to determine if management is "doing the right things" for retaining and motivating employees. As an example, Lowe, Schellenberg, and Shannon found that workers who rated their work environments as "healthy" (task content, pay, work hours, career prospects, interpersonal relationships, security) reported higher job satisfaction, morale, and organizational commitment and lower absenteeism and intent to quit. Employee attitude surveys are usually

designed using 4-point Likert type (“Strongly Agree, Agree, Disagree, and Strongly Disagree”) response formats.¹⁶

C. Search Engine

1. Nature

Search engine have an important role in many aspects of life. One of of searching engine that is commonly used is google.¹⁷ Searching engine is a search tool that collects information from the Web by running an automatic program which visits huge numbers of web pages. It stores information in database and searches it by keyword when it receives your search request. It then provides you with a list of sites that include your keywords.¹⁸ Search engine is very useful, especially for those who do not have enough knowledge about particular topic or when the users wan to find a particular website but do not know the locatiob of it. In this case, search engine is important to help students to search any information that they want. From definition above, search engine is helpful medium that can give many kinds of information from huge numbers of website. It provides the information in database based on keywords and the users have opportunities to select and take the information that is appropriate with their needs.

Today, the information may be obtained from source books, tape recorders, films, micro films, internet, and many other teaching aids.

¹⁶ Rebecca Corfield, *Successful Questionnaire and Interview 5th Edition*, London & Philadelphia : Replika Pres ltd , p.10.

¹⁷ Cahyono BY, *Teaching English by Internet Resources*, State University malang Press: Malang, 2010.p.161

¹⁸ Ibid.p.162

Teaching media can be considered as a source of information because they transmit a lot of information to many people who are seeking important information.

According to Jasmadi, internet users come from different places in the world by using many variety of programs and applications of computer.¹⁹ Certain term is used, and certain standard rule that is applied generally is made to use the Internet together. The Internet itself provides various types of services. Internet services are popular and commonly used today, including e-mail, chatting, transfer data file, and web.

The Internet is the most dynamic and largest world system of global communications. It does not have any specific organizational structure, and in fact is a conglomerate of independent computer networks. They are united by standard protocols of information exchange like *TCP/IP* (Transmission Control Protocol/Internet Protocol) that they use as the basis protocols. Thus, the words “switching to the network”, or “IP-connectivity” mean, in fact, switching to one of the telecommunication networks that supports the *TCP/IP* protocols and belongs to the Internet Society.²⁰ Therefore the internet is one of media that can be used to get sources of knowledge and experiences in education especially in teaching and learning.

¹⁹ Jasmadi. *Panduan Praktis Menggunakan Fasilitas Internet (Practical Guide Using Internet Facilities)*. Yogyakarta: CV ANDI.

²⁰ UNESCO, *Internet in Education Support Materials for Educators* Unesco Institute for Information Technologies in Education, Moscow 2003.

2. Kinds of Internet Resources

According to Sutedjo internet resources is a computer network that has the ability to access widely. The internet resources also has wide connections between networks around the world. As a symbol of the information technology revolution, Internet has three characteristics: (1) It overcomes the obstacle between computer and other communication devices such as telephone, radio, satellite, and so on; (2) Communication data which are conveyed through the Internet generally in the form of text, sound, and images. All those data are processed directly and quickly; and (3) Accessing the searching engine uses the computer which is connected with an international network. Electronic media can produce images and sound recordings that can be used as information sources.²¹

Nowadays, Information and Communication Technology (ICT). Various types ICT have been created introduced in different aspects of life, including education. The internet is one of essential media that can be used to get sources of knowledge and experiences in education especially in the process of teaching learning. As creative and innovative teachers, we can use the internet as an alternative source of knowledge to help and guide our students to get knowledge for their education. Finding information is not difficult. The advance of technology today has provided enormous sources of information. Many kinds of information can be found easily by using Internet Resources. People are offered another alternative besides

²¹ Opcit.

printed information such as books. Based on the book entitled Teaching English by Using Internet Resources there are kinds of internet resource such as Google, Thesaurus, Encarta, Online Newspapers, Internet Journal, Wikipidea, Podcasts, Youtube, Videocasts, Webquests, Webblogs, and Moodle. By following :

- a. Google (searching engine) is a search tool that collects information from the Web by running an automatic program which visits huge numbers of web pages. It stores information in database and searches it by keyword when it receives your search request. It then provides you with a list of sites that include your keywords.
- b. Thesaurus is one of the facilities in the Internet which provides some features for example *popular*, which consists of sub features namely : *words game, Full Text Translator, Daily Crossword, Crossword Solver, and Tools and Resources*.
- c. Encarta is a digital encyclopedia published by Microsoft Cooperation from 1993 to 2009. The complete English version up to 2008, *Encarta Premium*, consits of more than 62,000 articles, numerous photos and illustrations, music clips, videos, interactivities, timelines, maps, and atlas, and homework tools, and is available on the World Web Wide

by an annual subscription or by purchase on a DVD-ROM or multiple CD-ROMs.

- d. Online Newspaper also known as a Web Newspaper, is a newspaper that exists on the World Wide Web on the Internet, either separately or as an online version of printed periodical.
- e. Internet Journal is a compound from the word “Internet” which refers to a global system of interconnected computer networks that use standard Internet Protocol (IP) to serve billions of users World Wide and the Word “Journal” refers to publications issued at stated interval.
- f. Wikipedia is an online free-content encyclopedia that anyone can edit and contribute to. The name “Wikipedia” comes from the words ”wiki” and “encyclopedia”.
- g. Podcasts is derived from the words “iPod” and “broadcast”. Podcast is used as source of teaching material. Students can easily listen to the podcast through any computer devices equipped with audio.
- h. YouTube is large amount video content. It is considered to be an effective teaching resource for enhancing students’ achievement. Dealing with education, YouTube has energized the teaching and learning process, where teachers can get many authentic source of their teaching.

- i. Videocasts is the word comes from the word “video” which means film or movie and “cast” which means broadcast, and it functions like an online TV show. Audio and video are included in the making videocasts and these two elements enable us to comprehend other’s people language due to the dialogues and the pictures.
- j. WebQuests is an inquiry-oriented lesson format in which most or all the information that learner work with comes from the web. The primary function of the WebQuest is to “make the best use of learners’ time” when using the Internet to search for educational materials.
- k. WebBlogs is the combination of the terms “web” and “Blog”. It is shortened into “Blog” and “Blogging” refers to activities to write in blog. It contains the activities of writing and posting short article displayed in a reverse chronological order and the visitors can give comments on the authors’ entries.
- l. Moodle is the abbreviation of Modular Object-Oriented Dynamic Learning Environment. It is an Open Sources Management System. It is designed to support socio-constructivist pedagogy and basically gives teachers a best

tool manage and promote learning by creating online instruction for various subject including English.²²

Thus, these types features can be used to make learning of English language skills and learning components better, and require the students to respond to the internet resources in a certain way so that they could learn English better, including Reading Comprehension.

3. The Use of Internet Resources for Language Learning

Teaching and learning activities in the classroom can be enriched by the presence of Internet. The use of Internet in the classroom will make the learning atmosphere more attractive and alive. It is because the Internet can provide a variety of information related to the learning materials. Its process is short, and its display is attractive. The information display in the form of text, images, and sounds that are interesting can stimulate the students' curiosity. Learning driven by the high curiosity makes students enjoy. Enjoyable learning is the beginning of successful teaching and learning activities in the classroom. It is because feeling happy can motivate students to learn.²³ Moreover, Feeling enthusiastic to learn makes the students not to get bored and tired to do their exercises.

According to Lovely, reading should focus on teaching students strategies that help them read, understand, think about, and use materials

²² Cahyono BY, Teaching English by Internet Resources, State University malang Press: Malang, 2010.

²³ Jasmadi. *Panduan Praktis Menggunakan Fasilitas Internet (Practical Guide Using Internet Facilities)*. Yogyakarta: CV ANDI.

and information within informative text.²⁴ Similarly, Jones suggests that there are 13 strategies to improve students' reading skill. Five of them are: (1) establishing a consistent reading program; (2) establishing a clear standards and objectives; (3) understanding content of the curriculum; (4) adding assignment hours or discussion groups; and (5) increasing the collaboration between lecturer and students to solve the problems listed in text. Those five strategies are an effort to improve students' ability to read comprehension course in the college. Reading skills, especially reading the text on the Internet requires a different skill from that in reading the text in the form of hard copy (book, magazine, newspaper, or journal). Reading the text in the Internet requires speed and accuracy to understand the meaning either explicit or implicit.²⁵ It is in line with the nature of Information and Communication Technology (ICT) that is able to transmit the message quickly and able to reach a large area.

According to Small, social networking (Internet) ranked as the most popular content category in worldwide engagement. Some of these networks that are being utilized as educational tools inside and outside the classroom include Twitter, Facebook, Live Mocha, and Blogs. It means that, in the field of education, Internet or search engine is considered as a technology that can be applied in teaching and learning activities in the classroom. Internet offers a variety of objects such as images, text, and

²⁴ Lovely, G. Using Technology to Teach Reading in Content Area. *Leadership Compass*, 5(3), 1-3.

²⁵ Small, M. Theoretical Implementations of Various Mobile Applications Used in English Language Learning. *Teaching English with Technology*, 14(1), 35-46.

sound in the classroom. The use of the Internet in the classroom provides several benefits, those are: (1) motivating students; (2) improving the quality of teaching and learning processes; (3) reducing the misunderstanding among students; (4) increasing the students' curiosity; and (5) increasing the students' competitiveness to achieve their goals. Those benefits are very closely related to the purpose of all the educational institutions in every level. Today, almost all schools or colleges show their superiority in the field of Information and Communication Technology (ICT) to the society. Educational institutions which implement ICT in the teaching and learning process will be considered by many people as favorite schools. People have positive perception to the application of Internet in school or college. They believe that the success of graduates of each school is depending on their ability to apply Internet at their work place. Without mastery of ICT, graduates of high school or college will not have a superior competitiveness.

Students are considered to have positive perception of the use of information and communication technology or Internet in reading comprehension course when they think that the Internet is an important tool to improve their reading skills. They also assume that the Internet can provide them useful information, and it supports the completion of their final project. However, students have a negative perception of the use of Internet when they consider that it is not a useful tool, and it should be avoided. They also have a negative perception of the use of Internet when

they argue that the Internet has more negative effects than positive. A student who has a positive perception of the use of Internet as a search engine or ICT will attempt to use it to find useful information that enables him to enhance his learning achievement. He also uses the Internet to find some good articles that are needed to increase his knowledge. A student who has a positive perception of the Internet applies it as a facility to improve his proficiency in language skills especially in reading comprehension. In other words, students who have a positive perception of the Internet will assume that it is very important in academic life. Notwithstanding, students who have negative perceptions toward the Internet will assume that it is as an unimportant facility. They argue that the Internet is technology that wastes time, and it should be abandoned. In order to know the students' perceptions whether the Internet is important in reading or not, it needs to be proven scientifically. Thus, this study is designed to reveal the students' perception of the use of Internet as an information and communication technology product, whether they assume that the Internet is important or not.

The use of media technology in foreign language teaching or learning has constantly evolved. Teachers have tried to make use of the technology such as audio, video, and computers. As technology has developed very fast, more gadgets are used by more and more people. Almost all students have technological gadgets and use them all the time.

With these technological gadgets, they can use social media tools such as Facebook, Wiki, YouTube, and Twitter.

According to Liu the advancement of modern technologies tries its best to accommodate the needs of people especially the younger generation that have been labeled as Digital Natives by Marc Presky. Liu defined today's students as "they spent their entire lives surrounded by and using computers, video games, digital music players, video cams, cell phones, and all the other toys and tools of the digital age" as cited by Liu.²⁶ They always update their social media technology. When new kinds of gadgets such as I-pad or I-phone are made available in new version, they will likely be attracted to buy them. Although these gadgets are not particularly designed for learning purposes, they contain authentic materials usable for learning, such as learning language. Even when gadgets are used for games or for communication they, as a matter of fact, can potentially be useable for learning.

As cited by Chen research done by Chappelle; Egbert, Chao, & Hanson-Smith, Salaberr, Zhao has shown that the use of technology can broaden the horizons for learning an L2, and also have an impact on the nature of both the acquisition process and the object of study. The use of technology helps learners to expose themselves to English. To know the use of social media tools as a learning resource, Liu has investigated student's use of different social media tools, their perceptions and

²⁶ Liu, Y. Social Media Tools as Learning Resource. *Journal of Educational Technology Development and Exchange*, 3 (1), 100-104.

attitudes towards these tools and their preference of social networking groups. The result shows that the students use Facebook, Wikipedia and YouTube. They use these social media for social engagement, direction communication, speed of feedback and relationship building. Based on the findings of the study, Liu suggests that teachers integrate social media tools into current educational system as a teaching and learning resource to assist the process of curriculum delivery and to use social media as a parallel learning channel to compliment current curriculum delivery and to extend the learning environment to the real world and to enrich students learning experiences with real life practices.²⁷

English has been learned and used by more and more speakers. According to David Graddol, digital technologies provides avenues to improve certain skills such as writing. However, they also pose challenges such as plagiarism and fair use. This suggests that the potentials of the digital technologies are abundant. Unluckily, however, their wealth remains limitedly explored.

Many scholars have attempted to study the effect of the Information Technology (IT) on students' learning. However, the current literature on the use of technology in learning yields inconclusive results. No research has established the precise effect of the IT use on the success of learning. Why and how multi-media enhanced help options are

²⁷ Chen CM. Emotion Recognition and Communication for Reducing Second Language Speaking Anxiety in a Web Based one-to-one Synchronous Learning Environment. *British Journal of Educational Technology*, Volume 42, Issue 3, pages 417–440.

presented and what effect it has on learning remains undecided.²⁸ However, technology must now be regarded as an accepted and proven addition to the existing set of learning media. A large number of tools for a wide variety of applications (viz. Internet, computer, mobile phone and audio-video) have been developed over the past decade, and both standard hardware and software have unprecedentedly become available not only to the privileged few but also to the common members of society for various purposes of learning. All that has been a general consent is that the use of technology to facilitate learning is accepted to be of value across educational institutions, not to mention, university or college levels. Research indicates that human perceptions about technologies determine their attitudes towards them. Thus, prior to attempting to make use of it, understanding of users' perceptions or beliefs about ICTs is crucial to be established.

The use of technological tools to boost learning is influenced by several factors. Research has identified the perceptual beliefs of human beings as the major determinants of their practical attitude towards anything. Positive beliefs inspire individuals to take interest while negative feelings motivate them to stay away.²⁹ Based on this understanding, it is necessary that research on the users' beliefs or

²⁸ Rüschoff, B. Language Learning and Information Technology: State of the Art Keynote Addresses, CALICO '92 *INTERNATIONAL SYMPOSIUM BRIDGES*". *CALICO Journal*, Volume 10 Number 3.

²⁹ Aviram, R., & Tami, D. *The Impact of ICT on Education*. London: London Press.

perceptions about the IT available at hands be conducted in order for directing the trajectory of future IT-based learning or IT assisted learning.

According to Cahyono, the advancement of technology gradually changes almost all aspects of human life, including education. It becomes important area for the development of teachers' professionalism.³⁰ Lecturers are forced to become more skilled and knowledgeable in operating technology, such as computer, LCD, internet and so forth since those tools have become a part of education itself.

D. Reading Comprehension

1. Nature

Sahu and Kar state that reading comprehension is the process of inferring the ideas and information that the author intends to convey. The comprehension itself depends on the information contained and the background information available with the reader. Concerning the reading comprehension, there are some findings which state that a successful reader is affected by some factors. One of them is what Goodman and Smith claim that successful readers will consciously or unconsciously use the specific behaviours to enhance their comprehension. For example, readers apply some strategies and use their background knowledge to improve their comprehension of the text. Effective reading comprehension involves not

³⁰ Cahyono, Bambang Yudi. Developing Internet-Based Teacher Training Materials Leading to Best Practices in the Teaching of English. In Cahyono, Bambang Yudi and Cahyani, Hilda (Eds.), *Best Practices in the Teaching of English* Malang: UM Press. 2013. pp. 425-436.

only understanding cognitive process of the message on a printed page but also as a metacognitive process in which readers are aware of and have control over their comprehension. It means that there are some factors that influence reading comprehension performance.³¹

From the definitions above, it can be concluded that reading is a mental activity of inferring ideas and information both for recreational and functional purposes. There are some factors that influence reading comprehension. They are individual development, experiential knowledge, cognitive and metacognitive ability, attitude, information contained, and background.

According to Harris, “Reading is not an easy learning activity. Many factors can affect students’ success in reading. In general, these factors can be identified, such as teacher, student, environment condition, subject matter and techniques to learn the lesson material”³².

According to Brunner, reading is defined as “the activity of looking at and understanding written words.”³³ There are many components of reading that student should know. Tankersley stated that Reading involves much more than readers’ responses to text³⁴. It means that the success of readers in understanding the text is interrelated with the condition around them. Reading is crucial enough for the readers, so they need to really

³¹ Yansyah. University of Malang. The Implementation of Three Techniques for Teaching Literal Reading and English or Young Learners. *The 61st TEFLIN International Conference, UNS Solo 2104*.

³² Karen R. Harris. *Teaching Reading Comprehension to Students with Learning*. New York: The Guildford Press. 2007.p.6

³³ Judi Tilton Brunner. *Understanding Students Understanding What They Read*. New York: Rowman & Littlefield Publisher. 2011.p.12

³⁴ Tankersley. *Reading to Understand*. New Jersey: Education Publisher.2008.p.34

finding of written text by stepping one word to others. In this case, analytical exposition is the text that they should master. By mastering reading comprehension, they will not feel difficult in comprehending it.

Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.³⁵ According to Pearson Johnson, reading comprehension is a process of relating the new to the known based on the similar notion.³⁶

Based on explanation above it can be concluded, reading is one of language competences that have important role, keep thinking what the conceptual text and the main information given by author.

2. Problems in Reading

There may be a multiplicity of factors that contribute to reading difficulties for many students with special needs and the underlying causes of their reading problems may be largely unknown. Reading is complex process especially in the comprehension mostly; comprehension to grasp the main idea, focus, fact, information etc. this complexity should be aware in the teaching children. This seems the general problem arises in the instructing reading to the students.

Dalman, Rouch, Char, & DeBoer assert that the to know how well the students can grasp the general meaning of the passage and how well they are able to distinguish between fact and opinion is important etc. This seems

³⁵ H. Douglas Brown, *Teaching by principles: An interactive Approach to Language Pedagogy*, San Fransisco State University, 2001 p. 306

³⁶ David Nunan, *Language Teaching Methodology: A Texbook for Teachers*. London: International Book Distribution Ltd 1998 p.67

the general problem faced by the instructor in teaching reading. This complexity of teaching reading is stated also by Anderson.³⁷

Reading comprehension is a very complex cognitive activity. Comprehenders are not viewed as merely passive recipients of information but as active constructors of meaning. Skilled comprehenders use a wide repertoire of language skills to gain meaning from text by constructing a text-based model while at the same time they draw upon and use their own background knowledge to construct a situation model of the understandings related to the text passage. To be effective, readers need to be actively engaged in the reading process by using their metacognitive skills to monitor and regulate their own meaning making processes. Some of the factors that impinge on comprehension are situated either within the reader or are found outside of the individual. There are four main reader variables within the socio-cultural context that impact on the efficiency of reading comprehension for any individual: (a) the text, (b) the task, (c) the reader characteristics and (d) the purpose of the activity. This chapter highlighted the notion that comprehension difficulties are affected by a combination of these variable.³⁸

In the problems of reading such as motivation, lack of comprehension, making interpretations, poor skills in specific information, lacking of ability to guess the information from the text and inadequate

³⁷ Alderson Neil. 1999. *Exploring Second Language Reading: Issues and Strategies*. Canada. Heinle & Heinle. p. 1

³⁸ *Ibid*, p. 198.

reading strategies. Those kinds of failure occur, because of the lack of appropriate knowledge structures.

3. Teaching Reading in IAIN Palangka Raya

IAIN Palangka Raya, especially English Education Study Program, reading subject is one of receptive skill subjects to its function as a medium for accessing knowledge and technology. According to the level of interest is high enough, then the education curriculum of English Education Study Program, reading subject is taught as a compulsory subject in three semesters with a total weight of nine credits spread over three subjects. The three subject are Reading I, II and III. There are some purposes of these subject, namely, first, the purpose of Reading I this course is to develop the students' reading proficiency in English at the intermediate level through identifying the main idea of a paragraph and recognizing narrative, descriptive and expository types of writing. Second, the purpose of Reading II is designed to develop the students' reading proficiency up to intermediate level of English through comprehending in analyzing simple rhetoric structures of passage and classifying types of writing (narrative, descriptive, expository and argumentative passages). It also attempts to develop the students' skill of note taking and summarizing. Then, the purpose of Reading III is aim at improving the students' ability to read English passage at upper-intermediate level.³⁹ It can be concluded that

³⁹ Nor Istiqamah, *The Effect of Reading Log Toward Reading Achievement and Reading Strategy Use of the Fourth Semester Students at English Education Study Program in IAIN Palangka Raya*, Palangka Raya: The State Islamic Institute of Palangka Raya , Unpublished Thesis, 2016 p. 2-3

teaching reading in IAIN Palangka Raya has many purposes above, basically, standard competency for Reading subject is capable of reading academic text, journals, and article. In order to understand an academic text and journal article, the student should have the ability to read a high level. In reading academic texts or journals, the reader is not just communicating with reading text, but must be able to understand the explicit and implicit meaning of the reading text.