THE ADVANCEMENT OF DIGITAL TEXT READING AMONG INDONESIAN EFL STUDENTS AMID THE PANDEMIC COVID-19

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Abstract
Reading is one of the essential English skills to understand written information in all available sources. In recent days, reading is not merely found in printed forms but also can be accessed in digital matters. During the pandemic COVID-19 era, digital text reading is highly required rather than printed issues. In the Indonesian context, digital reading is increasingly needed as the replacement of physical learning activities to cut the COVID-19 spreads. However, there have been a lot of views regarding the use of digital text to promote English reading instruction. This study discusses the advancement of digital text reading coped with Indonesian EFL students during the pandemic COVID-19. This study addressed a systematic literature review to illustrate the enhancement of digital text reading among Indonesian EFL students during COVID-19. Using the systematic literature review, the researcher arranged the study's data through various previous studies discovering the use of digital text reading. The present study's findings describe several issues related to the advancement of digital text reading encountered by Indonesian EFL learners amid the pandemic. The study demonstrates online reading among Indonesian EFL students, teachers’ and students' perception of online homework, digital reading strategies in ELT, and the impact of digital design on English reading activities and comprehension.

Keywords—Printed Reading; Digital Text Reading; Online Reading Strategies; English Reading Instruction; English Reading Comprehension.

Introduction
Reading, one of the English skills, is significantly required by every person to grasp ideas of any passage or written information. According to Tang et al. (2019), reading activity does not merely about speaking the text loudly but rather understanding the words, sentences, and the interconnectedness of viewpoints among paragraphs. In the educational scope, teachers should be able to develop students' reading comprehension to achieve one of the teaching-learning goals. Besides, how good students’ understanding of reading would also highly depend on how frequently they practice or read every day.

In this modern era, reading materials are abundant, which can be found both in printed and online forms. Printed reading materials refer to physical books, magazines, and other sources. Some students still choose this form of the reading medium since it provides a tactile sensation, ease of reading, and sensory enjoyment, as well as reduced availability of copies and a slower rate of material update (Melo, Sanches, Sá, Cruz, & Novo, 2021). Meanwhile, online reading materials are available merely in electronic media, providing students with current and updated information. They can be in the forms of electronic books, newspapers, journals, etc., which are swiftly accessed wherever and whenever. Finally, the modes of reading, printed or online, are highly influenced by the purpose of the assignment (Putro & Lee, 2017).
Due to the Covid-19 pandemic, any physical resources of information are difficult to get, for people are required to stay home as one of the efforts to reduce the spread of the virus. That is the fundamental reason why recently students have preferred finding out reading materials online to printed ones. More importantly, from printed reading resources to digital ones, this transformation is simultaneously supported by the development of information, communication, and technology (ICT). Electronic devices, for example, have become indispensable for students to complete class exercises, read online versions of textbooks and novels, and connect with their teachers (Toor, Ashfaq, & Ilyas, 2021).

Furthermore, utilizing the internet as the fastest medium to look for information or knowledge would result in the decreasing job of the teachers since it could lead the students to be autonomous learners and readers. Therefore, finding out materials independent trains the students not to entirely rely on their teachers transferring the knowledge since this realm of the web leads them to quickly explore the literature provided worldwide (Liaw, 2017). Last but not least, reading in a computerized environment is considered more effective to understand the materials since it provides a rich illustration, handouts, videos, clues, with the capability to move between pages quickly (Alhaija & Mahamid, 2019).

Research Method

This study describes the advancement of digital text reading among Indonesian EFL students during the pandemic COVID-19. Methodologically, this research is a systematic literature review that requires the writer to assemble the data referring to previous studies that similarly investigate the use of digital text reading in enriching English reading comprehension among EFL learners, especially during the COVID-19 era. According to Galvan (2017), a systematic literature review is considered a primary source of information, which tends to be a method used in the research to collect in-depth descriptions and discussions of findings. Indeed, this research is generally concerned with several issues related to the enrichment of digital text reading among Indonesian EFL learners during the pandemic COVID-19. The study discusses online reading among Indonesian EFL learners, teachers’ and students' perceptions of online reading, digital reading strategies, and the impact of digital design on English reading activities and comprehension.

Results and Discussion

Online Reading

Online Reading Culture of Indonesian EFL Learners

Along the pandemic Covid-19 periods, Indonesian students are encouraged to acquire materials through virtual classes. The pandemic circumstance knocked all the students to pick up their knowledge via applicable online platforms, whether they enjoyed it. Dewi and Sahiruddin (2020) cohere that during the Covid-19 existence, the EFL students are requested to visit their materials separately from their places through several online reading sources such as online journals, electronic books, etc. As a result, regarding pandemic complications, understanding online English reading ability is highly demanded. During the Covid-19 phase, reading through a screen is a vital point of academic activities (Dewi & Sahiruddin, 2020).

In the Indonesian context, EFL students rely on linguistic skills in terms of vocabulary knowledge and grammatical usage (Sahiruddin, 2019). The integration of these formal schemata, between grammatical and vocabulary, and background knowledge, is a common approach the students use to comprehend virtual L2 readings. Hamid, et al. (2020) define that when the students cope with difficulties in understanding the English texts using their text-structure knowledge, they can rely on their vocabulary knowledge to decode the meanings. On the contrary, when the students do not apply linguistic skills, they can lean on their prior knowledge to comprehend the readings.

However, in the Indonesian context, the habit of EFL students' digital reading activities to acquire school materials is still low (Sumekto, Taufiqulloh, & Aryani, 2022). This issue occurs because the students do not perform high interest in reading their English materials. According to Satriani (2019), about 80% of the students show bad habits of virtual reading.
Students' misuse of managing media determines this difficulty in enriching their material. Satriani (2019) justifies that the lacking reading habits of the students are influenced by several entertainment media such as cell phones, television, computer games, videos, and many others.

Online Reading Difficulties of Indonesian EFL Learners

The use of technology during the pandemic era is inevitably needed for the continuity of education programs. Therefore, the teachers should be able to adapt to the new situation, which requires them to operate online-based educational platforms when teaching. According to Manalu et al. (2021), the ability to utilize computers, the internet, and other online media is known as digital literacy. However, since digital classrooms are a new method for schools, some challenges are frequently linked to the teachers and students, which crippled the instructional process.

Despite becoming one of the alternative reading resources, the schools, on the other hand, frequently still face obstacles, particularly when trying to move from complicated form to the soft medium of reading materials delivered to the students. Consequently, some schools cannot implement online-formed reading curricula for some factors, including limited infrastructures, etc. Besides, the inability of students to operate media such as laptops, computers, and other supporting media would result in the ineffectiveness of the teaching-learning process (Simamora, 2020).

Furthermore, students' concerns with online learning during the COVID 19 epidemic included unwillingness to complete homework, a lack of enthusiasm to learn, limited technological literacies, and irregular face-to-face interpersonal engagement with teachers. These elements substantially impact pupils' comprehension of the reading material (Asri, Cahyono, & Trisnani, 2021). Therefore, due to the failure of students in achieving their learning achievement, the teachers require to find out any solutions about how to get them accustomed to the instructional technology during online learning activities.

Teachers' and Students' Perception on Online Reading

The English Teachers' Perception on Online Reading

While online reading instruction is in the middle of the COVID-19 phase, teachers distribute varied media platforms to smooth the teaching-learning process. Regarding the utilization of digital texts in facilitating students' English reading instruction activities, the teachers of Indonesia contribute several views on its application.

Some English teachers deliver a positive perception of online reading as their English reading instruction media with the students. The English teachers consensually agree that digital text reading facilitates their students' English reading comprehension (Handayani, Youlia, Febriani, & Syafryadin, 2020). The teachers also feel that the digital text does not merely ease the students' English reading comprehension but also makes the students more enjoyable and more active in the instruction. According to Handayani et al. (2020), English teachers convey that digital reading exposes students to feel satisfied and more involved in the class.

Some English teachers notify deficient agreement on using the digital texts to expose English reading class. Diannisa et al. (2021) clarify that the implementation of online text reading, particularly among EFL learners, is approximately ineffective due to time limits, wrong time, and lack of the student's engagement in the instruction. Besides, the English teacher perceives online reading classes as troublesome. They deal with inadequate facilities to support education in terms of weak internet access, lack of non-paid learning platforms, and poor technological devices (Diannisa et al., 2021).

EFL Students' Perception on Online Reading

In the COVID-19 epidemic periods, there have been a lot of emerging tools accommodating all online instructional activities, particularly enriching digital texts as prominent knowledge sources. Concerning digital text reading as the central gate of knowledge attainment, the EFL students perform various points of view on the digital texts in English.

Online reading is an effective method of acquiring text comprehensions and evolving academic outcomes (B. H. Manalu, 2019). According to B. H. Manalu (2019), several students
show great responses on online text reading utilization during online text reading. The students perceive that they are satisfied with the digital text efficacy and prefer its texts to printed ones. Nonetheless, some students cannot actively engage in online reading classes due to technical problems in terms of low internet access, inadequate technology devices, etc.

Digital Reading Strategies in ELT

Inactivating digital text comprehensions, the EFL students must renew precise reading strategies. Pardede (2019) advises that in the digital reading activities, the students need new learning methods due to the digital utilization transforming the reader's acts and behaviors. In the Indonesian context, the EFL students still play on cognitive and metacognitive reading strategies. According to Marzuki (2018), mental and metacognitive strategies are the most frequently employed in reading comprehension. These two popular strategies can escalate their English reading comprehension. Therefore, up to now, the standard reading strategies utilized by the English language student teachers in Indonesia cover both cognitive and metacognitive reading strategies, including in pre-reading, during reading, and post-reading stages (Nazurty et al., 2019).

Nazurty et al. (2019) justify that before reading, the students apply cognitive reading strategy to grasp English texts, particularly in maintaining the passage's topic. In the pre-reading phase, the students attempt to identify the passage's main ideas to understand the case of the reading. In verifying general information of the path in the pre-reading stage, the students underline the first paragraph of the texts and decode the meanings using their background knowledge (Nazurty et al., 2019).

During reading, the students try to understand the overall points in the lessons. In this phase, commonly, the students look through word by word and attempt to guess its meanings to catch the message of the texts. According to Nazurty et al. (2019), in while-reading, the EFL students still rely on the cognitive strategy, significantly predicting word meanings in each sentence to figure out the main ideas of every passage. Indeed, the students struggle to find out the meanings of some unfamiliar words by predicting the words, interpreting the texts, and drawing a conclusion. Nazurty et al. (2019) notify that when the students cope with difficult words, they reach their meaning using clues such as noun, adjective, adverb, surrounding words, synonym, and antonym.

In the post-reading, the students review their understanding of reading. After reading, the students go back to the texts and check the reading details to confirm their knowledge (Nazurty et al., 2019). Therefore, in this stage, the students are involved in cognitive processes, evaluating their reading comprehension to verify the message of texts and make an inference.

The Impact of Digital Reading Strategies

The Impact of Digital Strategies toward the Students' English Reading Activities

No one can imagine how learning can occur without texts (modules, textbooks, articles, handouts, etc.) In conventional learning, texts are one of the significant sources of information, guides, and instructions for learning. In foreign language learning, texts are one of the substantial language inputs. They provide materials for developing receptive skills and offer activities, such as discussion and role-play to promote productive skills. Unlike children who receive massive extensive input from their surrounding environment while learning their mother tongue, foreign language learners need to maximize texts as one of the significant language inputs.

Many academic activities have been using the internet to get digital sources for obtaining information, which has caused fundamental changes in the use of texts. Technological advancement, however, has increased the use of online communication. Most educational institutions have been increasingly adopting digital texts as a medium of teaching and learning to support their physical, virtual, or blended learnings (Wu & Chen, 2017). Digital text utilization can facilitate all kinds of learning activities.

Unlike printed texts, digital texts have a different view, color, feature, font, etc., which makes the readers more interested in reading digital texts. Furthermore, digital textbooks also offer flexibility and convenience because they can be accessed anytime and anywhere using...
smartphones or tablets. These features make digital texts motivate students to learn independently, without waiting for their lecturers to give them materials.

The Impact of Digital Strategies on the Students' English Reading Comprehension

Technology developments provide a more comprehensive range of resources for utilizing such facilities in teaching and learning. Many studies found that using digital technologies is helpful in language learning and teaching. For example, some related studies found it in surveys and questionnaires from the students' and teachers' perceptions revealing the same results. Computer-Assisted Language Learning (CALL) mainly aims to utilize computers for language teaching and learning. CALL leads to the belief that the interactive and lively nature of digital reading that contains multimedia elements and animated content cannot be shown in print (Ebrahimi, 2016). Research shows that it can evoke better reading comprehension than printed reading.

Since the emergence of computers in language learning and teaching. It was recognized that computers could improve reading comprehension in at least three ways by: controlling what and how long readers saw something digitally to develop reading strategies, providing comprehension exercises, and offering comprehension aids. However, more research has to be done on digital reading since reading has shifted from a paper form to a digital format because of the widespread usage of digital facilities.

Digital reading is reading the texts from the technological apparatus such as the screen of smartphones, tablets, or computers, either online or offline. Digital reading helps read literature comprehension because of the vast exposure to interesting assignments (Hashimoto & Okazaki, 2012). For example, it showed that digital reading is a powerful tool in teaching reading to EFL/ESL students. It has also been shown that digital reading helps learn the language and literature by reading more actively for pleasure.

Some models of reading comprehension with the central role of digital reading in recent research are suggested. Although there are some similarities in the process of reading in both digital and print reading methods, digital instruments change the dynamic relationship between readers, texts, and factors influencing the reading process and, hence, comprehension.

Therefore, digital reading can be helpful for literacy, language, and literature teaching or learning. The emphatic effect of digital reading on language and literature EFL/ESL learners has also been proven. For instance, it examined the impact of using alternative learning strategies on improving students' reading.

Conclusion

Reading activities has been transformed from printed papers to digital texts. In particular, amid the pandemic COVID-19, all instructional activities are conducted online, especially in reading class. To date, the culture of Indonesian EFL students in understanding digital texts still relies on linguistic skill and background knowledge. Unfortunately, the habits of digital text reading perceived by the students are still low due to external influencing factors, including computers, videos, games, and so forth. However, the English teachers and students perform great points of view on using digital text reading to facilitate English reading comprehension. They perceive that digital text reading is beneficial to promote English reading classes to be easier and more enjoyable. Some teachers disagree with digital reading as it is challenging to conduct due to limited time and inadequate facilities to accommodate the activities. More importantly, in the Indonesian contexts, the students mainly apply cognitive and metacognitive strategies to deal with digital text reading. These schemata processes perceived may influence students' English reading activities and enrich their English reading comprehension.

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