# STUDENTS' PERCEPTION AND MOTIVATION TOWARDS DIGITAL TEXT IN LEARNING READING

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**Abstract :**Reading plays an important role in process of language. Selfefficacy belief about reading, access to interesting to read English text and interaction with media tool is factors that motivate students to read. The aims of the research are: 1) to reveal the students' perception to use of digital text in learning reading; and 2) to reveal students' motivation to use of digital text in learning reading. Reseacher used case study as the research design. The participants in this research is the students of X TITL (*Teknik Instalasi Tenaga Listrik*) D grade one of vocational high school in Majalengka. Data collection techniques were observation, questionnaire and interview. The findings of the research showed that students have 75% as good motivation, and they agreed advantages of digital text as a digital learning reading but there are faced the problem in reading like the vocabulary, the condition of class and ability to do exercise make them difficult. The conclusion of this research are students claim that using digital text can help them in learning reading and given the positive responses about digital text. Digital text is different from print paper where some of advantages they feel such as digital text give them different way in learning, pictures in digital learning make them more understood and interested, then digital text more weight less and lighter. Furthermore, digital text can increase students' motivation.

*Keyword: Reading, Digital Text, Perception, Motivation*

## INTRODUCTION

Reading is an interpretation activity which the reader to understand the meaning of text. readingalso generally defined as a process of identifying written or printed text.Reading is an individual process of receiving and processing written information, ranging from decoding and recognizing word up to higher processes of word-text integration and meaning making (Perffeti & Stafura in Hahnel et al. 2017: 4).

English is known as the firts foreign language to be taught in Indonesia. The students are intended to masters in fourth major skills in English, they are reading, speaking, writing and listening.

Furthermore, reading in English is very important not only to promote the personal and cognitive development of students, but also to enhance the study and prospects of their work in a global society because itscan see a large number of digital uses, especially students who have current digital tools, so students will be easly to read.

There are factors that students have about the interest in reading, one of them is media tools and the type of text to read, students still have a lack of of motivation in read English text. Researchers have identified factors that motivate students to read, such as selfefficacy beliefs about reading, access to interesting texts, social interactions around books, autonomy support, or opportunities for self-selection(Protacio 2012: 70).

To help the students interest in reading reseacher try to give them narrative text through mobile phone in PDF file as a limitation for learning students to reveal their perception and motivation to use digital text in learning reading.

This research was conducted to answer the phenomenon of perception in students and motivation using media tool in learning. Based on the explanation above, the reseacher interested in conducting reseach entitle "Students' Perception and Motivation Towards Digital Text in Learning Reading".

Futhermore, motivation is strongly drive that influence individual to engage in specific activity (Alhamdu 2015: 5). Motivation should be based entirely on one's own will, which reflects a person's value or interests. In accordance with Ryan and Deci (2017: 4) states SDT suggests that some forms of motivation are entirely volitional, reflecting one's interests or values.The existence of motivation often occurs in students in learning, especially learning a foreign language that starts from reading, where students need motivation in reading so they have good quality in academia.

There are type motivation: 1) intrinsic motivation, intrinsic motivation refers to being in an activity for itself, and the pleasure and satisfaction derived from participation(Ayub 2014: 2). In this type also others type are: *to know*, the exploration, curiosty, learning goal, intrinsic inntelectuality. *To experience stimulation,* is when someone involved in activity to experience stimulating sensation like sensory pleasure with fun and excitement from someones' involvement in acttivity.*To accomplish things*, is perfrom an activity refers for receive the desire the pleasure and satisfaction. 2) extrinsic motivation they come as result of controlled actions by external force. In extrinsic motivation have the degree to which behaviour is self-determined (Legault 2016: 2) are follows: *external regulation*, like rewards, punishment, deadline, and directive.*Introjected regulation*,can quite controlling motivation but its from sense internal.*Identified regulation*, the individual identifies the outcame of the activity and show the point at which behavior becomes internally governed and self-endorsed. *Integrated regulation,*refers to behavior that is fully internalized because the most autonomous form of extrinsic motivation.

Moreover, digital tools are rapidly change the text and tool available to teach students, this digital advance has the potential to be used as a teaching tool for education. Digital education is essentially a product of the past several years, although in different form it already existed slightly earlier (Makosa 2013: 21). Digital facilities and infrastructure in education is need for the develop students in learning. In using digital students can begin to introducing learning read English text through digital text. The rapidly evolving area of e-texts, while not a new concept in the educational technology sphere per se, offers a cost-effective, efficient and accessible resource for students (Ross et al. 2017: 1).

There are advantages of digital text in learning:

1) *Reduction of teaching costs*, Traditional teaching required all learners gathering at the same time and same place for the instruction that the teaching costs were increased (Lin et al. 2017: 3558).

2) *Enhancement of learning interests*, Instruction could be more vivid and lively through information technology and the presentation of various media to enhance learners' interests, make learning more efficient, and promote learners' learning persistence (Kaklamanou et al., 2012 in Lin et al. 2017: 3558).

3) Regarded digital learning as the learning mode the most rapidly developed in past years as well as the learning mainstream in the future (Sebastian et al. 2012 in Lin et al. 2017: 3557).

4) *Interactive learning*, digital learning was self-learning that the production of teaching materials should cover more media pictures, sound, or images than traditional ones to generate more attractive and lively teaching materials (Lin et al. 2017: 3557).

5) The unique medium and scalability of digital text offers a different literacy avenue for readers, which, in itself, can motivate students to want to read (Thoermer & Williams 2012: 441).

6) Education using electronics is undoubtedly attractive for pupils and influence their interest in the teaching process (Makosa 2012: 22).

In addition, using digital text is lighter or weigh less (Taylor 2011: 278) then complete the task is something that must be done or further task (Harmer 2007: 101).

Dhingra & Dhingra(2011: 63) states perception is process by which individuals organize and interpret their sensory impression in order to give meaning to their environment.Students' self-concepts develop in response to their early experiences with reading- whetherthese are perceived as being pleasant and successful, or uncomfortable and difficult (Chapman & Tunner, 2003 in Ciampa 2012: 4).

**METHOD**

In this research used descriptive qualitative case study as design. Case study research is a qualitative approach in which the investigator explores a bounded system (*a case*) or multiple boundes system over time, through detailed, in-depth data collection involving multiple sources of information and reports a case description and case-based time (Creswell2007:73). In addition, subject in this research involve students X D at vocational high school in Majalengka, but six students as respondents in eight questions of interview while 35 students as respondent answer questionnaire.The data collected from classroom observation checklist, questionnaire and interview. Considering observation, the researcher obtain information learning process that used digital mobile phone as a tool learning in class which the narrative text as a type of text.

Meanwhile, questionnaire used scaka likert.A Likert scale is a psychometric scale that has multiple categories from which respondents choose to indicate their opinions attitudes, or feelings about a particular issue (Nemoto & Beglar 2014: 2).Questionnaire toasked relate students' motivation that 20 questions to find ot the students' option and motivation to read by using digital text, the result of quetionnaire were analysed using percentage then has positive measurement likert according to John (2010: 2) which strongly agree=5, strong=4, neutral=3, disagree=2, and strongly disagree=1.The formula T x Pn used to determine each students' motivation, as seen from the total score of questionnaire relate the basic measurment which is *T* is the total number of respondents who chosen while *Pn* is choice of likert score or basic measurment (Rahardja et al. (2018: 124).Also to calculate the interview using percentage to know students' perception. According to Kim et al. (2017) the formula of the percentage analysis is as shown below:

$$= \frac{f}{n} \times 100\%$$

Where : f = Frequency

n = Number of Participants

## RESULT AND DISCUSSION

**What are the students' perception to use digital text in learning reading?**

Based on the observation, process learning reading in class used the digital tool mobile phone through PDF as media and there are interact between teacher and students. To find out the result of their perception, researcher conducted interview in five questions about advantages using digital text.

Students' statement is average positive about digital text such as digital text is different way in learning reading, digital text is lighter and less weigh than print paper, pictures in digital text is more clear and digital text can follow the current era.

The perception here supported by the results of a questionnaire that has a diverse percentage, the questionnaire use to be measured interview of students' perception and asked students' motivation. The reseacher determined the measurement criteria (Sugiyono in Manuhutu 2015: 111).

**Table 1. Measurement criteria**

| Level of Achievement | Qualification |
|---|---|
| 81% - 100% | Excellent |
| 61% - 80% | Good |
| 41% - 60% | Fair |
| 21% - 40% | Poor |
| 0% - 20% | Very poor |

Every students and the result of questionnaire are given a score based on the criteria above and the mean score also used these criteria.

**Table 2. Result of quetionnaire**

| Question | Response | | | | |
|---|---|---|---|---|---|
| | Strongly | Strong | Neutral | Disagree | Strongly |

| | Agree | | | | Disagree |
|---|---|---|---|---|---|
| Are you interested to learn language English? | 8,6% | 25,7% | 34,3% | 31,4% | 0% |
| Are you able to do the task? | 0% | 20% | 68,6% | 11,4% | 0% |
| Do you enjoy follow the the English class? | 5,7%, | 42,8%, | 42,8%, | 11,4% | 0% |
| Doeslearning usedigital text very interested with a pictures? | 0% | 22,8% | 57,1% | 17,1% | 3% |
| Doesread with a digital text provide a different way of learning? | 3% | 80% | 17% | 0% | 0% |
| Do youagree if learning English to use digital (mobile phone) that learning is more motivated? | 37% | 57% | 3% | 3% | 0% |
| Can digital text can used for learning activities reading English in class? | 25,7% | 60% | 11,4% | 3% | 0% |
| Do you agree if follow an English class used digital text can improve ability in English? | 8,5% | 57,1% | 31,4% | 3% | 0% |
| Does anyone motivate you to learn english? | 8,6% | 34,4% | 40% | 5,7% | 11,4% |
| Does digital text can increase your desire to learn English? | 8,6% | 60% | 25,7% | 5,7% | 0% |
| Does digital text | 11,4% | 51,4% | 34,2% | 3% | 0% |

| | | | | |
|---|---|---|---|---|
| make more excited and motivated to follow the lessons? | | | | |
| Do you do assigments for to get a lesson value? | 54,3% | 34,4% | 5,7% | 0% | 5,7% |
| Do you feel comportable used a digital text in learning reading English language? | 20% | 42% | 31,4% | 5,7% | 0% |
| Are you interested in learning reading English language used digital text? | 5,7% | 54,3% | 28,6% | 5,7% | 5,7% |
| Do you agree digital text learning tool in ther future and rapidly developing? | 17,1% | 65,7% | 17,1% | 0% | 0% |
| Is solving English exercise is important? | 25,7% | 62,9% | 11,4% | 05 | 0% |
| Is digital text lighter than paper? | 31,4% | 54,3% | 14,3% | 0% | 0% |
| Do you want to be master English material? | 37,1% | 51,4% | 8,5% | 0% | 3% |
| Do you want the teacher to use digital text every time in learning reading? | 17,1% | 66% | 0% | 11,2% | 5,7% |
| Does learning English with digital text incraese motivation more to read? | 17,1% | 54,3% | 28,6% | 0% | 0% |

The result of perception to use digital text of students' statement in intreview has 100% which the all respondents said agreed because its different way in learming process than paper. Furthermore, about learning use digital text very interested with a pictures has 83,3% which just five students agreed because its more clear than print paper, and more interested. In addition, digital text is lighter than print paper they said agree that has 100%, the reason are more simple and easy. Additionally, digital text its cheaper compared to print paper has 83,3%. Also, digital text is a learning tool in the future and the fastest growing has 83,3% because the studentsand society had been digital obile phone in everylife.

**What are digital text can develop students' motivation in learning reading?**

The students' motivation in interview asked in three questions, the first aksed about digital text digital text can increase interest learning then has 83,3% they said vecause digital has a clear pictures.Digital text can motivate to read English stories has 66,6% which four students agreed about that, but condition in class can inflence the learning process.While, the complete the exercise is important has 100% which the students want to get value lesson, but vocabularies is one of problem that make them difficult complete the exercise and less motivated of few students.

**Table 3.**

**The Students' Perception and Motivation towards Digital Text**

| Advantages of digital text | Number | Percentage |
|---|---|---|
| Digital text offers a different literacy avenue for readers | 6 | 14,28% |
| Interactive learning: Digital learning with a pictures | 5 | 11,90% |
| Digital text is weigh less | 6 | 14,28% |
| Digital text is cost less | 5 | 11,90% |
| Digital learning as the learning | 5 | 11,90% |

| | | |
|---|---|---|
| mode the most rapidly developed | | |
| Enhancement of learning interests | 5 | 11,90% |
| Digital text can motivate to read English stories | 4 | 9,52% |
| Task further | 6 | 14,28% |

In table 3 showed the result of students' perception and motivation towards digital text in learning reading.

## CONCLUSION

Considering the result of the research, the researcher can be conclude that students can give a positive responses about using digital text, they said digital text in learning give a different way, its more simple than print paper, they agreed if digital text follow the current era. Furthermore, the most of students, they motivated have then 75% as good motivation result of questionnaire. The students were mostly intrinsically motivated to learn English at the English course based on their own, it concluded type of instrinsic motivation.Digital text is helful them to understand the story with a pictures as responses extrinsic motivation while the vocabularies, condition in class and completed the exercise concluded the problem faced by students in learning English.the most of students instrumental motivation in order to increase students' interest and motivation towards digital text in learning reading. Both of motivation in order to fulfill their needs of learning English to improve their abilities.

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**Appendix Result of Questionnaire**

| No. | Respondents | A | B | C | D | E | Score |
|---|---|---|---|---|---|---|---|
| 1 | S-1 | 12 | 6 | O | 1 | 1 | 87 |
| 2 | S-2 | 1 | 14 | 5 | 0 | 0 | 76 |
| 3 | S-3 | 6 | 6 | 6 | 1 | 1 | 74 |
| 4 | S-4 | 2 | 9 | 8 | 1 | 0 | 72 |
| 5 | S-5 | 8 | 9 | 3 | 0 | 0 | 85 |
| 6 | S-6 | 3 | 13 | 3 | 1 | 0 | 78 |
| 7 | S-7 | 4 | 14 | 0 | 2 | 0 | 80 |
| 8 | S-8 | 4 | 4 | 4 | 8 | 0 | 64 |
| 9 | S-9 | 2 | 15 | 2 | 1 | 0 | 78 |
| 10 | S-10 | 2 | 6 | 7 | 5 | 0 | 65 |
| 11 | S-11 | 1 | 10 | 6 | 2 | 1 | 68 |
| 12 | S-12 | 16 | 2 | 2 | 0 | 0 | 94 |
| 13 | S-13 | 0 | 20 | 0 | 0 | 0 | 80 |
| 14 | S-14 | 2 | 12 | 6 | 0 | 0 | 76 |
| 15 | S-15 | 3 | 7 | 10 | 0 | 0 | 73 |
| 16 | S-16 | 0 | 9 | 9 | 2 | 0 | 67 |
| 17 | S-17 | 2 | 14 | 4 | 0 | 0 | 78 |
| 18 | S-18 | 3 | 12 | 4 | 1 | 0 | 77 |
| 19 | S-19 | 2 | 12 | 6 | 0 | 0 | 76 |
| 20 | S-20 | 1 | 9 | 7 | 3 | 0 | 68 |
| 21 | S-21 | 2 | 11 | 6 | 1 | 0 | 74 |
| 22 | S-22 | 5 | 13 | 1 | 1 | 0 | 82 |
| 23 | S-23 | 3 | 9 | 8 | 0 | 0 | 75 |
| 24 | S-24 | 7 | 11 | 1 | 1 | 0 | 84 |
| 25 | S-25 | 13 | 5 | 2 | 0 | 0 | 91 |
| 26 | S-26 | 0 | 5 | 10 | 0 | 5 | 55 |
| 27 | S-27 | 2 | 15 | 2 | 1 | 0 | 78 |
| 28 | S-28 | 3 | 10 | 7 | 0 | 0 | 75 |

| 29 | S-29 | 1 | 15 | 3 | 1 | 0 | 76 |
|----|------|---|----|---|---|---|----|
| 30 | S-30 | 1 | 7 | 11 | 1 | 0 | 68 |
| 31 | S-31 | 3 | 7 | 9 | 1 | 0 | 66 |
| 32 | S-32 | 2 | 16 | 0 | 2 | 0 | 77 |
| 33 | S-33 | 3 | 10 | 7 | 0 | 0 | 76 |
| 34 | S-34 | 1 | 10 | 7 | 1 | 1 | 69 |
| 35 | S-35 | 1 | 12 | 5 | 2 | 0 | 72 |