

Chapter One

Introduction

Background of the Study

In the context of Indonesian education, the skill of reading English as a part of English subject is taught integrated with other English skills since the students study in Elementary school for six years (Iftanti, 2012). If students cannot read well, the door towards the path of learning will most often be closed before them (Lai, Tung, & Luo, 2008). Hence, reading becomes a crucial thing especially in academic context. Most first year students in a college level lack of academic reading skills, because University-level reading greatly differs from High School reading (Hermida, 2009).

Reading online and offline are the way on how people read, nowadays. It deals with the media that are used to read. According to Jeong-Bae Son (2013), offline reading is reading from the printed text, for instance book, magazines, newspaper. It's different from online reading; in this case, online reading can be defined as reading from electronic text or digital form such as e-book, online material and web document (Jeong, 2013). Moreover, according to Sandberg (2011:89), nowadays libraries have become digitalized with online articles and e-books; e-textbooks are available and used; and instructors routinely assign online articles of

some length. These two kinds of reading have different effects in understanding the texts.

As the era turns into modern, reading online become preference. Reading online is more sophisticated since when people do the online reading, they can use their gadget. It is like everything is in hand. On the other hand, reading offline strategies have been extensively studied in academic contexts for the past four decades, but in recent years the contexts in which we read have broadened significantly to include electronic texts via Internet technologies such as the World Wide Web (the web), e-mail, and instant messaging (Belahova, 2010).

Then again, some people prefer to read from the printed text such as books. Nowadays some schools still prefer to use text book in reading material rather than from the digital form. It is supported by Jeong (2013) who stated that even some teachers like to search some material online; they prefer to print it out then read the material offline.

The curriculum of pedagogy is following the digital era, since technology also has part in the teaching and learning processes. The students nowadays who called as digital natives prefer to read from the screen than print out text (Prensky, 2001). On the contrary, some teachers are called as digital immigrant (an individual who was born before the existence of digital technology and adopted it to some extent later in life), since they prefer to use a printed text. This theory also highlights the problem of reading online and offline. Students who are common with technology will prefer to do reading online since it is simpler and sophisticated.

Beside, online reading helps people reducing paper. Nevertheless, even online reading is a digital reading. In fact, some people still use paper or print their material and read offline, whereas online reading is more practical, economical and also save paper. This mean that there is problem so that made an unmatched correlation. Moreover, based on the researcher's experience as a student of English Education Department of Universitas Muhammadiyah Yogyakarta, students often get assignment to read journal articles in online or offline text types. The designed types of reading assignment that the students get may affect their preferences on the reading online and offline. Besides, the researcher feels more comfortable when reading printed text (offline) journal since it eases the researcher in giving a mark, note and it is fine for eyes. Thus, the researcher wants to know whether other students also have the same perception like her.

Based on the above background, the researcher is interested in conducting a research on "The perception of students on online and offline reading in English Education Department of UMY". Besides, the objectives of this study are to find out students' preferences on online and offline reading and also the possible causes regarding students' preferences in online and offline reading at English Education Department of UMY.

Limitation of the Problem

This study is focused on the students' perception on reading. The type of reading materials is divided into two types of reading namely reading online and reading offline. Reading offline here means reading from printed texts such as books, text books, and printed articles. On the other hand, reading online means reading from digital text on all types of computers and mobile devices.

The research conducted among the students of English Education Department (EED), UMY. The respondents of the research were students taken from batch 2011 who had much experience in reading based on researcher observation along 3.5 years since researcher also in batch 2011.

Formulation of the Study

This paper focused to find out the student's perspective on reading offline and online at EED UMY. Thus, there are two main questions that are addressed in this research.

1. What is the EED UMY students' preference on online and offline reading?
2. What are the possible causes related to students of EED UMY preferences on online and offline reading?

Purpose of the Study

The purposes of the study are answering from the formulation of study, namely:

1. To reveal the EED UMY students' preference on Online and Offline reading.
2. To identify the possible causes related to student's EED UMY preferences on online and offline reading.

Significance of the Study

In order to be a constructive research, this study will give some significance. This research is hoped to give benefits for the following four categories. These categories are *students, lecturers, the researchers* and also *other researcher*.

This research is important to widen student's knowledge based on the students' preferences on online reading and offline reading. Students also can evaluate their reading preferences on reading online and offline. The result of this research will give the students the recommendation about the benefits or the weaknesses on online and offline reading.

Furthermore, this study is also intended to give benefits for the lecturers who will conduct the teaching reading in the class to use recommendation of the research as the reading activities in their learning activities. The final of the research can also help lecturers to evaluate the reading materials that they give to the students.

The researcher chooses reading as the activity that is considered beneficial for the researcher to be a good reader in order to be a good researcher in the future. As a prospective teacher, the researcher will also conduct teaching activities which enable her to implement reading strategies regarding to the reading preferences.

The last, the result of this study are expected to give benefits to other researchers who concern on investigating reading online and offline. This research can be a theoretical overview of reading online and offline and might become an analytical reference of further research.

Outline of the Study

The structure of the research is organized as follows. In the first chapter, the researcher delivers the background of the study. The researcher also presents the limitation of the problem. Moreover, the researcher proposes the formulation and purpose of the study to answer those questions. This chapter also provides several benefits, namely significance of the study. In the chapter two of this study presents the literature review on the perception of students on online and offline reading. The third chapter focuses on the research methodology in collecting the data which includes design of the study, setting of the study, participants of the study, instrument of the study, techniques of the data collection and also the analysis data. The next chapter of this study presents the findings of the study to identify the student preferences on online and offline reading. Possible causes related to student's preferences on online and offline reading are discussed widely. The last chapter presents the conclusions and recommendation for several categories.