Chapter Two

Literature Review

This chapter contains theories supporting the research. There are eight points in this literature review. These are the definition of English online resources, the types of online resources, the definition of reading, definition of reading skills, integrating online resources in reading, the contribution of online resources, advantages and disadvantage of online resources, and the problem on the use of online resources. Furthermore, the researcher does not forget to put previous studies related to the topic of this research and the conceptual framework.

Online Resources

In learning English, it is important for the students to know the resources for their references in learning English. Since the development of the technology, it is easier for the students to find many resources for their learning. Usually when the students make a presentation, they will look for their resources through online, or when they want to make an essay, they also search their references in online. Besides, Rott and Gavin (2015) explained that students usually do their assessment online. They do the assignment, and they choose their own reading material online.

Moreover, the students do not only read for academic purpose but also read for their pleasure. For example, they can access a website which is full of

academic content and they can access website which make them happy or interested. In learning English, usually the websites consist of four basic skills of English; these are listening, speaking, writing, and reading. They can choose which skills they want to learn. Besides, there are a lot of interesting contents that engage the students in learning reading. It is easy to access it because the students already have a laptop or smartphone that help them access online sources every time and everywhere they want. Online resource is one of the resources which students can access in the internet. Online resources give students an opportunity to learn by themselves.

Carman and Knoblock (2007) reveal that "internet contains a very large number of information sources providing many types of data" (p.1). It means that online resources become the one of a world library which provides a lot of information. It engages all people in the world especially for the students to access the online resources because it is easy to access, cheap, and flexible.

Manson and Rennie (2008) state that online resources allow the learners to improve their creativities such as to clarify their concept, establish their meaningful link, and establish their mental model. Online resources provide a public forum that can make a process of concept formation, refinement, application, and revision. They enable the students to improve their English skills by doing an interaction with others using the website.

From the explanation above, it can be concluded that online resources are tools or sites which contain a lot of information such as four skills in English,

update the newest information about what happening in the world, and etc. Students are able to access both academic and interesting content in online resources. English online resources provide the students the easiest way to learn English because they already have tools to access it everywhere and every time.

Types of English Online Resources

There are many kinds of online resources that the students can access. It could be an academic website which provides many academic content such as BBC and VOA English, news site that give the reader a lot of news, social media that have a lot of facilities to engage the students in learning, and search engine such as Google Scholar, Proquest, and Indonesian library (Perpustakaan Nasional) which provide many academic journal or article to help the students when they are looking for some resources related to journals or articles.

Dodge (1997) states that in the online sources the students can find specific information that they want. The researcher's experiences showed that when students access English websites / English online resources, it encourages the students to read first the content, regulation, and rule. Moreover, internet gives the update information about something that happen or happened in the world. Here, the students may increase their vocabulary or comprehension by reading a news or magazine. The news site gives a lot of advantages, especially for the students because they need many references in order to increase their skills in English.

In this era, the development of technology makes a difference especially for the usage of social media. Nowadays, social media use not only for sharing personal status or uploading some pictures but also sharing important information. Based on that, the kind of social media have developed. There are many kinds of social media, but the mostly used ones by the students are Facebook, Twitter, YouTube, Instagram, and Path. The researcher believes that every students have at least two kinds of those social media. Social media can influence students' reading skill because every time they open it, it requires them to read all the information, statuses, comments, and etc.

Manson and Rennie (2008) explain that there are several type of online resources related to education. They mention seven sites as sources for learning. Those are Wikipedia, folksonomy, Blog, RSS (Really Simple Syndication), podcasting, blogging, E Portfolios, and real time audio. These kind of website are supporting for interaction between the students. They provide activities that encourage the students to interact with each other. Mason (2008) says all the websites have advantages for the students to improve their social interaction/conversation skill because it engages to have an interaction such as computer conferencing and email.

From the explanation above, the researcher concludes that there are a lot of types of English online resources. It could be blogs, podcasting, and RSS (Really Simple Syndication) that all kinds of online resources above have advantages for students to improve their social interaction. Online resources also provide learning

environment that allows the learner choose their learning media or material based on their own preference.

Reading

Reading is an important activity in learning English. Ulfah (2015) stated that reading becomes the important aspect in learning English. It is supported by Effort (2010) wh0 stated that "reading is the most important activity in your live as student" (p.1). Reading not only reads a text or passage, but also it requires the reader to comprehend and understand the text. Without reading, students cannot master the other skills in English (Erfort 2010).

Siredan (1981) explains that while the students read a text, there is a process of predicting a meaning which is influenced by the students' skill of oral language syntax, semantics, and phonological cues. It means that reading is actually a process of predicting a meaning by using the students' skill. It is supported by Healy (2002) who states that in schools, reading plays an important role as the most critical skill for success in their lives.

Furthermore, Perfetti (2011) points out that reading is a process of encoding the language of the reader and the writing system. The unit of writing system is the identification of words, engagement of language, and general cognitive mechanism that assembles those words into a message. In this case, the students' skill in reading is tested because reading is about to comprehend what the text / word says about.

Besides, Hermida (2009) reveals that reading is an understanding of main idea of the text. Here, the students take a surface information from the text and usually consider that the information is an isolated and unlinked fact. It leads to the memory of the material for examination and it does not include long-term memory of knowledge and information. It opposites with the purpose of reading which is the reader should use their cognitive skills such as the ability to analyse, synthesize, solve problem, and think meta-cognitively in order to negotiate the meaning with the author.

Moreover, Hunt (2004) said that "reading is a process shaped partly by the text, partly by the reader's background and partly by the situation the reading occurs in" (p.137). Reading an academic text does not simply involve finding information on the text itself. It is a process of working with text. Meanwhile, when reading an academic text, the reader recreates the meaning of the text, together with the author. In other words, readers negotiate the meaning with the author by applying their prior knowledge to it (Maleki & Heerman, 1992).

Therefore, the researcher can conclude that reading is actually a process that work with words or texts and predict the meaning based on the reader's' skill in reading. And reading is the most important skill in the learning English because without mastering reading skills, the students cannot master the other skills in English.

Reading Skills

A reading skills can be described as the cognitive skill which a person is able to use when he/she interacts with texts. Another definition of reading skill is called as reading strategy/technique. Most of experts explain two basic reading skills consisting of scanning and skimming. Otherwise, Erfort (2010) mentioned five reading skills such as scanning, skimming, reading comprehension, critical reading, and vocabulary or word attack skill.

Scanning is a technique which requires the reader to read the text quickly in order to find specific information. It is called sweeping eyes over part of a text to find specific pieces of information. This skill is useful to search specific information from a large quantity of written material. In this skill, students are able to use when they look up a word in a dictionary or index, find an address or a phone number in a dictionary, pick out websites you want from options on a Google search, and look up details or prices in a catalogue.

Skimming is a skill or technique to get the general idea of reading. This technique use to find information that interest the reader. Skimming makes the reader quickly evaluate and understand the message of the reading by looking at the main aspects. Skimming involves running your eye very quickly over the large chunk of text. It is different from previewing because skimming involves the paragraph of the text. Skimming allows the reader to pick up some of the main ideas without paying attention to detail. It is a fast process. A single chapter should take only a few minutes. The students are able to use skimming to quickly

locate relevant sections from large quantity of written material. Especially useful when there are few headings or graphic elements to gain an overview of a text. Skimming adds further information to an overview.

Reading comprehension involves the interaction of linguistic processing and conceptual processing and results in the construction of meaning or conceptual representation of a text in the memory. Reading comprehension results is when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. In addition, reading comprehension is of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He simultaneously using his awareness and understanding of phonemes, phonics, and ability to comprehend or construct meaning from the text.

Another reading skill is vocabulary which is very important in reading comprehension. The more the students read the more the students become familiar with difficult words. In other word, by reading extensively students will improve vocabulary. If they have rich vocabulary, it will improve their reading comprehension.

Critical reading is one of important skills in reading. Critical reading deals with effort and understanding. The reader have to see the relationship of ideas and use these in reading with meaning and fluency. This skill enables the reader to examine the fact or argument presented, decide to what extent you are prepared to accept the author, and examine the interpretation of the author.

Likewise, the more you read the more you will get many vocabulary. In other word by reading the students are able to improve their vocabulary because when they find difficult words, the will directly look for the meaning in dictionary. After they know the meaning of the difficult words, it may increase their vocabulary and give an effect toward their reading skill.

Integrating Online Resources in Reading

This research focuses on online resources toward the reading comprehension. English online resources is explained as tools and site which contain a lot of information. This is also supported by Carman and Knoblock in (2007) who reveal that "internet contains a very large number of information sources providing many types of data" (p.1). Data or information that are provided are text, graphic, audio, and video. The information has a correlation with students' construction in reading skill. The construction of online reading is unstructured text in which the text does not follow a fixed sequence but ones might be embedded in links or presented in varied modalities.

The relation between online resource and reading will be known by integrating both of them. Coiro and Dobler (2007) identified five sources of prior knowledge required for reading comprehension. Those are prior knowledge of the topic, prior knowledge of different online resources, prior knowledge of informational web structure, prior knowledge of printed text structures, and prior knowledge of computer skills.

In the prior knowledge of topic, the students should know what specific topic or domain that they look for and it gives contribution to their reading skill or reading comprehension. That is concerned with background knowledge of the students. If they do not know the keywords of their topic that they look for, they will find nothing in the internet. Background knowledge has a significant positive effect with the reading comprehension of the students (Ariew and Ercetins, 2004). It is important for the students because when they find the correct keyword of their topic, they can unlock the knowledge which is hidden behind unfamiliar terminology. So, it is really helpful toward the reading skills of the student.

In the prior knowledge of printed text structure, the students can apply their reading skill in printed text when they read online text. The students are able to use scanning if they want to find specific information or if they want to search for general idea of the text, they can use skimming technique. It is important for the students to master reading skill because it require them when they read not only printed text but also online text.

The students can use different kinds of websites and web browsers which is convenient for them to access the internet. In the prior knowledge of websites structure, students should have knowledge that includes how to recognize and negotiate hierarchical and nonlinear hyperlinks, navigational icons, interactive multimedia, and browser toolbars. The students are able to choose what their favourite websites and web browsers which gives convenient in their learning are.

The following is prior knowledge of computer skill. It is all about the students' skill on the use of computer. There are a diversity skills which the students use in their daily live. It includes the using of Ctrl + C and Ctrl + V that the function is to copy and paste something and the using of Ctrl + F that use to find a specific information. It is depend on the students' skill on the use of computer.

The last is prior knowledge of different online resources. Nowadays, there are a lot of internet resources. One of the reasons why the students are seeking online resources is whether they need lexical (dictionary) or content (specialized and content specific). The students can choose based on their need. For example, students cannot find the definitional information in the dictionary, but students can find it in Google or Yahoo. However, it depends on what the students need. If they want to improve their reading skill or comprehension, they can go to news sites or online articles that provide a lot of reading text content.

Contribution of English online resources toward Reading skill

Online resources have a lot of advantages or benefits for those who learn English especially for their reading skill. Park, Yang, and Yi (2014) reveals that online resources have an advantages for learning. The advantages are self-regulated reading strategies, cognitive flexibility, diverse knowledge gains, and broadened scope of information seeking.

Self-regulated reading strategies. Using English online sources as a learning media in reading creates the students' awareness of their own learning.

Hacker (1998) proposed the notion of self-regulated in reading to explain that the reader's process in reading is evaluative and repairing. There are four stages of self-regulated reading strategies. Those are planning, predicting, monitoring, and evaluating. Each of these stages have different explanation but they correlate each other.
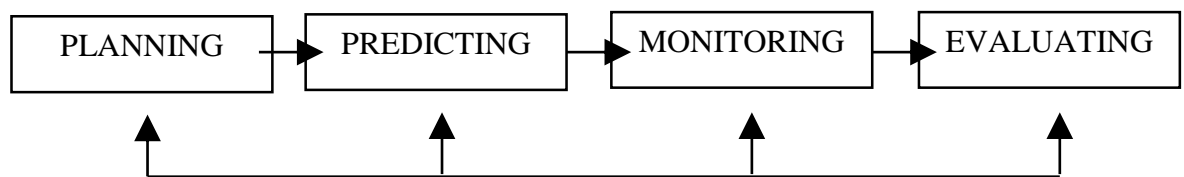
| PLANNING | → | PREDICTING | → | MONITORING | → | EVALUATING |

Figure 1. Self-regulated reading strategies (Based on Coiro and Dobler, 2007, p.235)

At the *planning* stage, the students make a decision of what they need and what they would find among the various websites. It is the important stage because the right decision could help them whether to pursue lexical or content support. The next stage is *predicting*. Here, the students predict certain decision of what they are looking in various website. The more familiar website that the students access, the more accurate information that they will get from this website. In the *monitoring* stage, the students have to take an attention of the resources which they find and their reading comprehension skill. The students have to check the important/necessary information that was needed for their reading comprehension skill improvement. The last stage is *evaluating*. Evaluating the information is an important aspect in online reading because it involves the ability to determine the accuracy and reliability of the information and recognise bias information.

Cognitive flexibility. The English online resources allow the students to develop their cognitive flexibility with a lot of available resources. The students are free to access anything and everything they want. English online resources provide an online environment that enable learners to develop their cognitive flexibility (Bradl, 2002). With the freedom of accessing various website, it can develop their reading comprehension.

Diverse knowledge gains. Looking for some information in the internet gives the opportunity for students to read all the information and critically evaluate the information. It makes their learning more flexible because the students are able to open all possible website to locate necessary information. It can create the opportunity for them to diverse knowledge (Coiro, 2003). It makes their skill in reading improve especially for the vocabulary. The situation requires them to read and comprehend the text in order to evaluate the necessary information. This is also supported by Ebner and Ehri (2013) who stated that the online resources facilitate the learners' vocabulary when they effectively construct meaning from various online resources.

Broadened scope of information seeking. The students can choose to learn using various types of online resources. There are a wide system of information that the students can access. It can give an effect toward their skills in English especially for their reading skill. The students are flexible to choose their learning because of various kind of website. That is one of the advantages of English online sources.

Advantages of Online Resources

Leino (2005) has finished a study about the students' perception about internet. He classified advantages and disadvantages of internet. The advantages are internet as the library of the whole world, easy to find information, and availability of sources and other goods.

Internet as the library of the whole world. The students think that internet provides vast amount of information. There are many different kinds of knowledge and digital information such as pictures, sounds and video clips that can be found on the internet. Students are not only search some web which related to their study but also for information and pictures about their areas of interest such as cars, their favourite movies, music, television programs, and etc. Many students were emphasized the internet speed and updating capacity. Students can access some information that cannot be found in books until a year or two later. The students also can access internet everywhere and every time as long as there is a working internet connection.

Easy to find information. The students explained that they can find necessary information rapidly, easy, and in interesting way. It is easy for someone who wants to upload their own material, poem or short story to internet, or to express their opinion about current issues. Many students found that using internet for information searching is very interesting and it can increase their computer technology in general. Some of respondents, especially girls, mentioned that they use internet for communication and maintenance of social relationship. There are

many kinds of chatting application such as email, yahoo messenger, or any other kinds of chat room. The advantages of having chat with friends are easiest way to find some old friends or new people. Chatting with people from different countries gave them an opportunity to get to know other cultures and learned foreign languages.

Availability of services and other stuff. Internet also provides some kinds of services. It makes the students life easier because they can pay bills, purchase goods, and buy something through online stores. Furthermore, they can download music, movie, pictures, programs, and games. The versatility of the internet was commended, so you can do what you want to do.

Disadvantages of Online Resources

Besides, the disadvantages are internet are full of misinformation or unappropriated information, swindling, there is a danger viruses and crackers, as an anonymous people can bring bad things, get addicted to web surfing, may promote marginalization, and high salary, and health.

Misinformation or unappropriated information. One of the advantage of internet is the large amount of information. In other way, it causes a problems. It is difficult to find relevant and reliable information without having adequate skills. The students can easily find unappropriated sites such as pornography sites, sites which contain a propaganda, promotion of drug abuse, and etc. The reason of all misinformation or unappropriated information is because almost everyone can set up the websites.

A danger viruses and crackers. Downloading of software may also bring viruses, which usually slow down the operating speed of computer, and erase previous computer setting. Crackers can read private emails or even snatch credit card numbers from the traffic between servers when consumers are shopping online.

As anonymous, people can bring bad things. Usually, an anonymous people creates false identities, for example, pretending to be younger than you really are. Some adolescents may also pretend to be older to flirt with unsuspecting adults. Accordingly, some students thought that anonymous communication can make them in danger because they do not know the other person in internet. If the person were a paedophile or something, it would danger for your live.

Get addicted to web surfing. Students also worried about getting addicted to internet. Some students also worried that addiction could turn into social alienation as people turn away from "real life" into the artificial bubble of the electronic world, and this would constitute a threat to school attendance.

May promote marginalization. Information on the internet might become commercialized so that only rich people could afford it. Some facts stated that the poor and others who is not interested in computers or unable to use them is lack of computer skills. This people would be disadvantaged in societies that relied on online platforms to deliver basic information.

Slowness, high price, and health. The students found that internet connection cost too much. Some implied that the costs would make life even more difficult that the internet addiction. Poorly designed pages and advertisement take time to load, slow down programs and data transfer, thus increasing users' cost. The slowness of personal computers and jams on the server annoyed many of the students. The other is technical problems such as crashing of operating system which caused anxiety to the students**.**

Review of Related Study

In this sub heading chapter, the researcher provides some related studies that have been done by some researchers before this research. The studies can be about online sources or reading. Then, this section will show the similarities and differences between the current research and other studies or related studies.

To begin with, study from Moyle, Wijngaards, and Owen (2012) explained the information about the way young learners deal with the use of technology. This study revealed the students' perception of learning using technology. Since the development of technology in learning and teaching, many countries have already develop their facilities in learning and teaching. It is supported by students who are familiar with technology such as computer, laptop, internet, and smartphone. The researchers found five categories from the students' views. These categories are the use of technology, proficiency with technologies, approach to students learning, motivation, and communication. These things become the comparison with this current study because the students' perception

might be the same or provide an addition perception. In additional, Moyle, Wijngaards, and Owen explained the information about the way young learners deal with the use of technology. This study asked students' perception about learning with technology. In this study, the researchers only asked about the way the students use and deal with technology. It is clearly different with this current study because the researcher is not only ask their students' perception about online resources but also identify the advantages of online resources based on the students' perception and ask their problems along the use of online resources.

A study from Constantin (2015) found the example of online text modified for the level of the students and the variety of activities derived from the adaption, thus matching reading, writing, speaking or vocabulary activities. This research aimed to review and analyse a few online sources that the teacher can use in order to diversify classroom activities, and employee authentic materials, or that students can use individually to learn a foreign language or to improve their current level. This study is done by the researcher who tried to implement some activities adapted to the student's interest and level. All the English skills were included in this study. The researcher thought that the students have to be familiar with the usage of World Wide Web in all their daily activities. This research discuss about online resources that the teachers possibly use for the innovation of classroom activities. The study is almost the same with this current study but the Constantin did not put the specific skills in English. However, this current study only puts reading skill as the English skill which is going to study.

Another finished study was conducted by Leah Wasburn Moses (2006) with his study about 25 best internet sources for teaching reading. This study aimed to explain 25 different internet sources which the teacher can use to teach reading. Internet become the number one tool in this era, so the researcher think that internet has the possibility for the revolutionize teaching. There are 25 different types of internet sources that include the basic skills in reading such as Phonemic, Phonetic, Fluency, Vocabulary, and Text comprehension. Then, this study provides the link / website for those kind of skills in reading. Nevertheless, the researcher just explain 25 different sites that the students can use to improve their reading skill. Besides, this current study is not only focus on kinds of online resources but also the advantages of online resources toward the student reading skill.

The last study was from Al-Said (2015) about students' perception of Edmodo and M-learning and the barriers that students experienced. Nowadays, mobile learning (M-learning) create new learning environment for the students because they can access information and learn the material from anywhere at any time. Moreover, Edmodo becomes the application that facilitate both the teachers and students to share and find the information. Al-Said identified whether the students have positive perception or deficiencies in the use of Edmodo and M-learning. The similarity with the current study is the kind of online resources, but the difference with Al-Said study is the use the specific kind of online resources which is Edmodo. In other way, the current study does not limit the kinds of online resources.

In conclusion, from all the related studies, the researcher has found that there are similarities and differences with this current research. There is a uniqueness in this research which did not examined by the other studies. Most of those researches used quantitative approach but this current research is using qualitative approach. This research will investigate pre-service teachers of English Language Education Department of one of private universities in Yogyakarta about their perception on the advantages of online resources and disadvantages regarding online resources.

Conceptual Framework

This study aims to investigate the pre service teachers' perception on the use of online resources to improve their reading skills. This research focuses on online resources and reading skills. For online resources, there are many different types of online resources and there are also the advantages of online resources to improve reading skill and the disadvantages of online resources in general. The conceptual framework is illustrated in figure 2
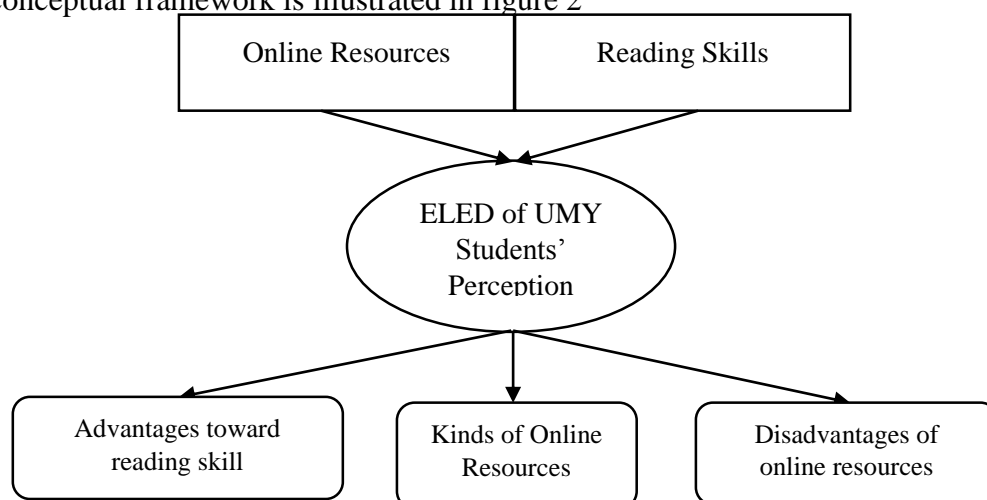

Figure 2. Conceptual Framework

According to the theories related to this research, the theories revealed that the English online resources or online sources contribute to the reading skill. English online sources provides a lot of reading materials that help the students to increase their reading skill. As Dao (2014) stated there are authentic and interesting material provided by the internet. Online resources provide easy access to a large quality of reading materials. Internet provides not only the various contents which the student can find in online sources, but also can help their comprehension in reading. Manson and Rennie (2008) stated that online resources allow the learners to improve their creativities such as clarifying their concept, establishing their meaningful link, and establishing their mental model. Furthermore, Park, Yang, and Yi (2014) revealed that online sources can design self-regulated reading strategy. The strategy is very important in reading, because it can improve the comprehension skill. English online sources help the students to design this strategy.

This research focuses on the students' perception of English online resources toward the students' reading skill. There are no limitation for types of reading skill, but the researcher makes a limitation for the types of online sources. There are four types of English online sources which use in this research. Those are social media, online media (BBC, ESL, and free-english-study.com), search engine (Google scholar, Proquest and etc.), and a news site (Jakarta Post and VOA).