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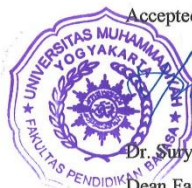
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The Pre-service Teachers' Perception on the use of Online Resources to improve their Reading Skills

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Abstract

The development of technology has encouraged students living in this era to wider their horizon to adapt with the changing. One example is learning through online media. Internet has become one of the resources now. For reading, there are a lot of materials in online resources that the students can choose and learn by themselves. This research aimed to find out the pre-service teachers' perception on the use of online resources to improve their reading skills. This study employed descriptive qualitative research. The researcher used interview as the data collection method and seven open ended questions were asked to the participants. The purposes of this study are to find out the kinds of online resources, to find out the advantages of online resources towards reading skills, and to find out the disadvantages of online resources. The findings show that students used learning media, news sites, social media, and tools or search engine for learning. From the various kinds of online resources, the students also stated that each kind of online resources gave the impact to their reading skills. Those are improving scanning and skimming skill, increasing vocabulary, improving

reading comprehension skill, and increasing knowledge and spelling and pronunciation. On the other hand, the disadvantages of online resources are high cost for internet connection, addiction to online resources, and misinformation and unappropriated information.

Introduction:

Online learning is not something new, and the internet may become the number one resource now. When students get an assignment from the lecturer, they will open the internet as their resources to do the assignment. Internet requires them to read while they look for something. According to Dao (2014), there are authentic and interesting materials provided by the internet. It gives advantages for the students because its materials generate greater interest among teacher and student. It may increase the students' interest or motivation because they will find something different by learning using online resources than learning through books.

Unlike few years ago when students have to come to the class for a face to face learning with the teacher, online learning requires the learners to have tools to access it. It requires new learning environment that is different from learning in the classroom. The students must have the equipment to access online resources such as computer, laptop, and smartphone and the internet connection. Especially for reading, there are many reading materials that the students may find when the access online resources using their equipment. So, they need to have good reading skills because it is important skill for them in English.

Reading skill plays an important role for the students. Erfort (2010) states that "reading is one of the most important activities in your life as students" (p.1). He further explains that without having reading skills, the students would not be able to acquire knowledge that is fundamental to students' intellectual growth. By

mastering reading skill, the students will master other skills easily because if the students master reading skills such as skimming, scanning, comprehension, vocabulary skills, it will be easier for them to learn other English skills (Erfort 2010). Similar to what Erfort (2010) has stated, Healy (2002) also stated that in school, reading plays an important role as the most critical skill for success in their lives. Healy (2002) further explained that there are two reasons why reading plays an important role for the students. First, students with proper use of the information is not only learning to read but also reading to learn. Second, students who have necessary reading skills can develop their writing and language skills for academic and professional success. By mastering reading skill, students are able to learn and master the other English skills such as writing skill. Therefore, reading skill gives an impact to all of skills in English, and it proves that reading plays an important role for the students in their study.

As the development of technology, students have already known and used technology as their tools in their lives. They have a laptop, smartphone, and a computer to access the internet. They use it not only for communication or entertainment but also for their learning. Moreover, the development of technology may give an impact to the frequency of the usage of online resources. Learning through online resources provide much information which can be accessed by students anytime and anywhere.

Many studies have been done around students' perception in learning with technology. Moyle, Wijngaards, and Owen (2012) found the information about

the way young learners deal with the use of technology. A study done by Al Said (2015) about students' perception of Edmodo and mobile learning (M Learning), explored around students' view in learning with technology, but most of the studies did not specifically talk about students' perception on the use of online resources toward their reading skill. Also, there is few study which use pre-service teachers as the participants of the study. In this current study, the students of English Language Education Department of one of private universities in Yogyakarta are pre-service teachers and they have passed all the technology courses such as Digital Technology in Education, ICT in Language Teaching, Computer Literacy 2 (online computer), and Innovative Technology. Moreover, this current study does not only focus on those categories above, but also focuses on the kind of online resources that the students usually access, and the contribution or advantages and disadvantage on the use of online resources.

The phenomenon regarding the use of online resources that happens in ELED of one of private universities in Yogyakarta is its usage as one of resources in learning English. Because ELED of one of private universities in Yogyakarta engages the students to learn using technology, it makes the students know what types of online resources that can be used as their references in order to improve their skills in English. In addition, the researcher has observed the use of online resources among the students of ELED of one of private universities in Yogyakarta and many students use it as one of their resources in learning English.

Therefore, the researcher is interested in investigating the students'

perception about online resources by doing this research. The researcher has

observed in ELED of one of private universities in Yogyakarta that many students

use online resources as one of their resources in learning English. The researcher

also examines the kinds of online resources which the students use in learning

English.

Literature Review:

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.

Research Methodology:

The researcher employed qualitative research as the approach of the study. Qualitative research is needed to explore a phenomenon on the use of online resources with the students of ELED of one of private universities in Yogyakarta as the participants. A qualitative study focuses on how a problem or situation which is experienced by a person has derived with truthful description (Hankivsky, 1999), and it uses people's accounts as data and describes behaviour in natural setting (Hancock, Ockleford, & Windridge, 2009). The researcher wants to collect as much as possible data of a phenomenon, so that the researcher employed a qualitative approach. Using qualitative approach, the researcher have explored the phenomenon in detail so that it has provided a considerable amount of rich data/information from a relatively small number of people.

Finding and Discussion:

In the summary, the researcher compares the result of this current research with the previous studies. To begin with, the first study is 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. Besides, a study from Al-Said (2015) is about students' perception of Edmodo and M-learning and the barriers that students experienced. He only asks about Edmodo and Mobile learning. The findings of the current

research provide not only kinds of online resources but also their advantages to improve reading skills and disadvantages of online resources in general. Comparing with two previous study, this current study provides more comprehensive result from the students' perception about technology or online resources.

Conclusion and Recommendation:

The first research question is what kind of online resources that pre-service teachers of ELED of one of private universities in Yogyakarta usually use in their learning. To answer this question, the researcher asked the participants by interviewing them. The result showed that students of ELED of one of private universities in Yogyakarta use various kind of online resources. Those are Online Media (British Council, ESL Gold, Education Blogs, and Vocabulary.com), Tools / Search Engines (Google Scholar, Proquest, Google Translate, and Thesaurus), News Site (BBC, CNN, Daily Mail, Wikipedia, and Jakarta Post), and Social Media (Twitter, Instagram, Facebook, YouTube, and Blogs).

The second research question is what the advantages of online resources towards the students' reading skills are. To answer this question, the researcher asked deeply the participant through interview. The participants explained that they can get many advantages of English online resources towards their reading skills. English online resources can help the students on improving their reading skills such as skimming, reading comprehension, vocabulary mastery, spelling and pronunciation, and knowledge. Those reading skills are kind of reading skills that improve after the students access online resources.

The third research question is what the disadvantages of online resources are. To answer this question, the researcher also asked the participants through interview. From the interview, the researcher summarized that there are five disadvantages of online resources based on the participants. Those are high salary of internet connection, get addicted to web surfing, misinformation or unappropriated information, and danger viruses.

Recommendation

Based on the result of this research, the researcher presents the recommendation for the students, lecturer, and other researchers related to the use of online resources. The recommendations are:

For students. The result of this research give further explanation about kinds of English online resources, advantages of online resources to improve reading skills, and disadvantages of online resources. Therefore, after the students know the advantages of online resources towards their reading skills, they should access online resources in order to improve their reading skills.

For lecturer. This research is about the students' perception on the use of English online resources towards their reading skills. Thus, the lecturers may use the finding of the study for their evaluation and reflection in designing their materials in teaching in order to improve the students' reading skill. Moreover, the lecturer may find another appropriate English online resources and share or use that sites as the materials in teaching reading skills.

For other researchers. The result of this research give information for other researchers who want to arrange a study that might has the same topic.

Besides, the broader problems may give the other researcher extensive result or data that can make the research or study more comprehensive.

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