

**EXPLORING IN INDONESIAN EFL STUDENTS' ATTITUDE
TOWARDS READING VIA ONLINE SYSTEM**

SKRIPSI

*Submitted in Partial Fulfillment of Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "*Exploring in Indonesian EFL Students' Attitude Towards Reading Via Online System*" adalah bersifat asli (original) bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

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Hormat saya
Yang membuat pernyataan,



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ABSTRACT

Henda Yani Kesuma. 1802050008. “Exploring in Indonesian EFL Students’ Attitude Towards Reading Via Online System”. Skripsi: English of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. Medan. 2024.

A good attitude is essential for English reading since it influences how students react toward learning and attitudes in the classroom. The purpose of this study is to determine English students' attitudes on reading via an online system. This study conducted quantitative research. The researcher gathered information via a questionnaire. The researcher analyzed the data using the percentage of the questionnaire and SPSS. This study used primary data from 24 English education department students at the University of Muhammadiyah Sumatera Utara. The conclusions of this study revealed that 18 students (75%) had the most positive attitude, whereas 6 students (25%) had a positive attitude. There were no students connected to the negative. According to the journal that I have read, most students find online learning ineffective and dull. Students have expressed concerns about the impact of the environment and inadequate internet connections on online learning. This research aims to improve the effectiveness of learning media in Indonesia.

Keyword: Students’ Attitude, Reading, Online Learning, EFL, WhatsApp

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CHAPTER I

INTRODUCTION

A. Background of the Study

Given the significance of technology in the field of education, math teachers were obliged to master and create a technology-based learning environment. In an educational setting, technology can facilitate more flexible and democratic styles of teaching and learning, provide students with more autonomy and control over their learning, and encourage the development of cognitive competencies and understanding (Buckingham, 2003). Technology advancement in the 21 Century has assumed a significant role (Flogie, 2018). Technology may assist people with their job in a variety of sectors, including the subject of education (Pulo, 2018). Given the significance of technology in the field of education, math teachers are obliged to master and create a technology-based learning environment (Chatmaneerungcharoen, 2019). Given the significance of technology in the field of education, math teachers are obliged to master and create a technology-based learning environment (Wijaya T. T., 2020).

The students' enthusiasm in learning may grow when the teacher employs a learning tool (Arrosagaray, 2019). In addition, research indicates that utilizing technology in the classroom can dramatically enhance students' learning outcomes (Hermawan, 2018). It will make it so that pupils can understand the

math that is being taught readily (Kubiatko, 2010). Learning to read and keeping a passion for reading remain crucial despite current development in information technology and the creation of a variety of communication tools in the modern world (Arrosagaray, 2019). As a result, learning to read and keeping a passion for reading remain crucial despite current development in information technology and the creation of a variety of communication tools in the modern world.

In contrast to the first week of the course, the students' attitude toward online learning improved during the course of the last week. Attitude as a development of an internal circumstance that influences how one chooses to act (Bastug, 2014). In contrast to the first week of the course, the students' attitude toward online learning improved during the course of the last week. Conclusion: Attitude is a cognitive, emotional, and sentimental factor that can influence a person's decision to do or not do something (Sihombing M. B., 2020). Reading instruction focuses on two essential goals: improving readers' skills and fostering a love of reading. One of the key goals of each reading session in class is to foster a positive attitude toward reading. On the other hand, in certain cases, attitudes toward reading are simply described as one's feelings about the act of reading. It is a sense of reading or avoiding reading a book that determines one's attitude toward reading (Clarkson, 2004). It is a sense of reading or avoiding reading a book that determines one's attitude toward reading.

Education professionals and the general public are increasingly concerned about students' attitudes toward reading. That is how it is concluded since the

That is how it is concluded since the (Norlinana Siti, 2009). That is how it is concluded since the students' attitude toward reading is one of the key elements influencing their progress in language learning. Additionally, Candlin and Mercer explained in 2001 that a person's attitude toward reading has a major role in whether they are successful at becoming a speaker of any language and even adept at learning the context of any foreign language. Additionally, most studies demonstrate a strong relationship between a positive attitude toward reading and success in developing reading skills (Guthrie, 2000). A person's attitude toward reading has a major role in whether they are successful at becoming a speaker of any language and even adept at learning the context of any foreign language. In other words, it was claimed that pupils' reading attitudes have a direct impact on their reading performance (Marpaung M. B., 2020).

According of (Clarkson, 2004) emphasize the development of reading skills and a positive attitude toward reading as the two main goals of reading education. One of the key goals of each reading session in class is to foster a positive attitude toward reading. On the other hand, in some definitions, attitudes toward reading are simply described as one's feelings about the act of reading. There are many effects that have an impact on students' attitudes about reading, and factors are things that have an impact (Marpaung M. B., 2020). emphasize the development of reading skills and a positive attitude toward reading as the two main goals of reading education. An individual's reading attitude is a collection of emotions that influence how they approach or avoid

reading situations. However, attitude also has an evaluative component, a disposition, and a propensity to react to the object of attitude either positively or adversely. Finally, attitude is the way a person thinks or acts (Marpaung M. B., 2020). However, attitude also has an evaluative component, a disposition, and a propensity to react to the object of attitude either positively or adversely. This study aims to understand students' reading habits and attitudes, also to find out whether or not the students' show boredom or have positive attitudes toward reading via online system.

Research done in West Java before Online learning was not successful, according to 73.9% of teachers. When used an online learning system for teaching and learning activities, teachers encounter numerous difficulties. One of these issues is the school's facilities, another with the internet, and a third with the organization, execution, and assessment of the teaching and learning process (Khusuma, 2020). One may say that teachers were still unprepared for the situation at hand and for having to conduct online lessons and learning activities via online system.

The Covid-19 pandemic in Medan, Sumatera Utara, has significantly impacted every part of people's lives, including the teaching and learning process. The government started an online teaching and learning procedure in anticipation. Online activities undoubtedly have an impact on student acceptance rates, as well as the physical and psychological health of students. Online education has an impact on student psychology, according to about 54.75% of respondents. In addition, as indicated by about 62.25% of

respondents, the absence of parental encouragement and support for accompanying children while they learn online must have caused them to feel less noticed (Anshori, 2022). Then, this research was developed by looking into student attitudes about online learning and impact on Indonesian EFL students' attitude toward reading via online system.

B. The Identification of the Study

The identification of the problem Based on the Background of the Study, the problems was identified as following:

1. Bad attitude reading can make many EFL students to choose not to read when there are other options.
2. It is not yet know the Indonesian EFL students' attitude towards reading via online system.

C. Scope and Limitation

Based on the Identification of the Problem stated above, this research focused on exploring Indonesian EFL students' attitude towards reading via online system, as well as the impact of reading via online system.

D. The Formulation of the Problem

Based on the research Problem state previously, the research questions were formulated as follows:

1. How is Indonesian EFL students' attitude towards reading via online system?
2. What is impact on Indonesian EFL students' attitude toward reading via online system?

E. The Objective of the Research

The Objective of this study was formulated as following:

1. to explore Indonesian EFL students' attitude towards reading via online system,
2. to find out the impact on Indonesian EFL students' attitude towards reading via online system.

F. Significance of the Study

The result of this research was expected to be useful for:

a. Theoretically

1. to give new knowledge for researchers about Indonesian EFL students' attitude,
2. as a reference for other researchers and readers.

b. Practically

1. for English Teacher, the result of the study aims to provide information and suggestion for teacher to enhance students' attitude towards reading via online system,

2. for Learner, the result of the study aims to motivate them to read via online system,
3. for the future researchers, this study can be used as comparison or guideline for other researchers who are interested in investigation and analyze the similar topic.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

1. Attitude

1.1 Definition of Attitudes

The ability to judge something by its acceptance, rejection, or obliviousness is known as attitude (Azman, 2020). Another way to define attitude the evaluation that each person has of a thing is their attitude (Adegboyega, 2018). The mental state of someone's attitude as their own internal behavior (Hope, 2016). An attitude is typically described as a tendency to react favorably (favorably) or unfavorably (unfavorably) to particular things, people, or situations. Students' attitudes include sentiments of joy or discontent, agreement or disagreement, likes or dislikes of the teacher, objectives, materials, and tasks, among other things (Maya, 2015). When pupils studied academic subjects, their attitude may be described as a behavioral inclination (Albina, 2017).

According to the definition given above, a student's attitude is their propensity to act in a certain way toward particular items. According to the learning process and experiences in the field, attitude is specifically a person's evaluation of a thing, situation, concept, other person, or himself

as a result. This evaluation expresses like (positive response) and dislike (negative response). Some examples of expresses like (positive response), that are: reading via online system creates multifaceted thinking skill, feel interested when reading via online system, reading via online system more effective. While some examples of expresses dislike (negative response), that are: reading makes tired and sleepy, reading in person is better than via online system, must pay full attention when reading via online system.

1.2 The Concept of Attitude

There are two concepts of attitude:

- 1) Student perceptions of teachers, how they behave in the classroom, and how they instruct are all factors in teacher approval (TA).
- 2) Education Acceptance (AE) is the acceptance or rejection by pupils of the objectives to be met, the information provided, the practices, the tasks, and the established norms.

The lecturer's leadership in the teaching and learning process will greatly influence the attitude of the students. The learning attitude includes how one feels about the instructor, the objectives to be met, the subject matter, the assignments, etc. The attitudes of the students are either positive or negative, concur or disagree, and enjoy or despise these things. The way that students approach learning will affect both the process and the outcomes.

1.3 Components of Attitude

There are three components of attitude:

1) Affective component of attitude

The term "affect" has historically been used to refer to both pleasant and negative sentiments or emotions that a person may experience (IBUOT, 2020). Four psychological categories of feelings, emotions, moods, and passions are collectively referred to as affect (Ott, 2017). For instance, Merriam Webster Dictionary defines feeling in two main ways: first, as one of the fundamental physical senses, whose primary end organs are located in the skin and which are characterized by the sensations of touch and temperature, and second, as a sensation felt through the sense of touch.

The Dictionary defines emotion as "a conscious mental reaction, such as anger or fear, subjectively experienced as strong feeling usually directed toward a specific object and typically accompanied by physiological and behavioral changes in the body" on its part. A mood is a conscious mental state or dominating feeling, whereas passion is the condition or capacity to be affected by an outside force or agent. With archetypal episodes, emotion is present. This is shown by a variety of behaviors, such as "core affect, overt behavior with the emotion, such as a smile or a fearful expression on the face, attention directed toward the eliciting stimulus, cognitive appraisal of the meaning and experience of the particular emotion, and neural (peripheral and central)

and endocrine changes consistent with the particular emotion" (Ekkekakis, 2012).

2) Mental component of attitude

The cognitive component of attitude is made up of beliefs, thoughts and opinions that enable an individual to think and to have general knowledge of a person or an object of interest (IBUOT, 2020). The act or activity of knowing, perceiving, or related to mental processes of memory, judgment, and reasoning is how Cambridge Dictionary (2019) defines it. According of (Brandimonte, 2006) Cognitive abilities include things like object recognition, logic, and problem solving. How the mind is "transformed, reduced, elaborated, stored, recovered, and used" is undoubtedly a concern of cognition. Perception, attention, memory coding, retention, and recall are just a few of the tasks performed by these brain processes, which are capable of acting independently or in conjunction with one another. Reasoning, decision-making, problem-solving, action planning, and action execution are further cognitive processes.

According of (Newen, 2015) Cognitive processes are described as "information transfer that usually occurs to connect multiple (or complex) informational inputs to form a minimally flexible cognitive system with a spectrum of minimally flexible behavioral outputs". This definition makes it simple to see how all components of cognition—such as perception, memory, learning, intentionality, self-

representation, rationality, and decision-making are interdependent with one another.

3) Behavior of attitude

The behavioral aspect of an attitude is concerned with a person's propensity to act in a specific manner toward a particular object of interest (IBUOT, 2020). According to Oxford Dictionary's 2019 definition, behavior can take one of four various forms—aggressive, assertive, passive, or passive-aggressive—depending on how a person acts or conducts themselves toward others.

According of (Mawhinney, 2010) two different types of behavior: operant and responsive behaviors. According to him the operant behaviour is so named because it “operates or acts upon the environment”, while respondent behaviours are reflexive responses to specific stimuli. Operant behaviours are said to be controlled by consequences because they “increase or decrease the future frequency of the behaviours” that they are found to be following.

The behavioral function of "access to tangibles" is intended to make a person yearn for access to a certain good or activity. The sharing of commodities, services, emotions, and other social outcomes can also be referred to as behavior, and these interactions can have positive or bad social consequences for the people involved. Positive and negative events are both potential rewards. While there are advantages such as praise, love, affection, or financial support that are favorable results,

there can also be drawbacks such as disappointments, arguments, and guilt.

1.4 The Function of Attitude

There are three functions of attitude:

- 1) Using attitude as a technique or instrument to attain the goals.
- 2) Attitude as an ego defense.
- 3) As a social value statement, attitude.

1.5 Some Factors Affecting Students' Attitude

There are three factors affecting students' attitude:

- 1) Personal Experience.
- 2) The impact of important people on different areas.
- 3) Educational establishments.

The most recent theory proposed by (McKenna, 2012) claiming that the following three elements have an impact on reading attitude: (1) personal reading experiences; (2) reading-related beliefs; and (3) reading-related social norms. Students' attitudes affect how well they study. Students must therefore have a good or positive attitude because this will make it easier for them to receive and comprehend learning stuff clearly and readily.

The following are signs of students' attitudes:

- a. Receiving:** It means that when a student receives an assignment in the classroom, they must complete it properly and sincerely in order to get the desired results.

- b. Responding:** It indicated that when a teacher or a friend asked a student a question in class, the student should politely respond to the inquiry.
- c. Valuing:** It indicates that when a student encounters an issue in class, the student first values or analyzes the problem, then solves it and asks other students to discuss it with them.
- d. Responsible:** It means that when in the classroom, students are accountable for all of their behaviors and attitudes, regardless of the dangers involved.

2. Reading Skill

2.1 Definition of Reading

One of the most crucial activities for obtaining knowledge and enhancing other linguistic abilities is reading (Apriyani, 2019). Reading is in essence, the process of deriving meaning from written words or symbols and demonstrates how one can perceive, comprehend, and interpret meaning in language (Tarigan, 2021). Reading is a crucial ability when learning a foreign language (Yu, 2015). Reading is a crucial skill for language learning (Astiyandha, 2021). Reading is the process of interpreting written symbols. Reading involves receiving written symbols (letters, punctuation marks, and spaces) and converting them into meaningful words, phrases, and paragraphs (Sari & Emelia, 2022).

Reading is a cognitive activity that allows readers to use prior information (Sari & Emelia, 2022). Reading is a cycle that explains and

develops the importance of an understanding entry. It means that reading is an action to grasp the meaning or comprehend the written content (Saputra, 2015). In order to extract information or ideas from printed material, reading is a passive skill that necessitates a participatory comprehension process (Nur, 2017). Reading is a complicated activity that integrates a variety of cognitive abilities, text knowledge, strategic knowledge, and situations to help the reader make sense of what they are reading and interpret the information (Alyousef, 2005)

All of the aforementioned definitions indicate that reading can be seen generally as an active process of meaning acquisition. This process is carried out by knowledge and affected by internal and external nonlinguistic elements. In addition, reading can be considered a life skill that is important for both short-term and long-term success, and it typically provides entertainment and information.

2.2 Definition of Reading Comprehension

Reading comprehension is influenced by both text qualities and the reader's perspective (Sari & Emelia, 2022). Reading comprehension is the process of acquiring and developing meaning when interacting with written language. As a result, before reading new content, readers must fully understand what they already know. A stream of information may be quickly absorbed by good readers without getting bogged down in the details (Snow, 2002). Understanding the terminology, recognizing the relationships between words and concepts, organizing ideas, determining

the authors' goals, forming judgments, and evaluating are all necessary for understanding a reading (Bearak, 2014).

State that readers engage with a text in order to understand its meaning (comprehension) (Rodgers, 2014). Moreover, states that reading requires understanding the language of a text at the word, phrase, and overall text levels (Harmer, 2010). Comprehension involves recognizing and understanding the primary idea and relevant details (Sari & Emelia, 2022). Furthermore, Readers require a set of conceptual frameworks, or their knowledge of the outside world, in order to comprehend literature. It is reasonable to believe that readers try their best to comprehend the information they are reading. They achieve this by actively reading the text and making use of prior knowledge of the subject. They won't be able to understand the complete text until they can understand the words and sentences that make it up (Brown, 2007).

2.3 The Benefits of Reading

Reading is crucial to our lives and plays a major role in them. Reading can enhance our knowledge and experience. Reading is therefore important and indispensable. We may learn more about science, technology, and simple ways to obtain a lot of information that is beneficial to us by reading.

Reading is a necessary ability for academic achievement. Students who merely focus on what their teacher says in class without making an effort to read a lot of references won't progress or succeed over time. Reading more results in learning more. Reading in the target language is another way to

increase vocabulary for English lessons. It is understood that reading ability or activity will broaden knowledge and provide additional vocabulary and information.

Reading helps us think more clearly and sharpens our intellect, which is an obvious advantage. Reading broadens one's understanding of the human condition. This knowledge fosters greater understanding and empathy for other people. Reading does more than only broaden our horizons. Additionally, it strengthens our capacity for achievement and leadership, reading imparts knowledge and comfort. the outcome there are numerous advantages to reading. It improves mental function. It has been demonstrated that students who read regularly perform better in class and on exams. It also improves leadership qualities and social awareness.

2.4 The Purpose of Reading

The primary goal of reading is to seek out and gather knowledge pertaining to the text's contents and to comprehend its meaning. (Tarigan, 2021) The aim has some key components, which are as follows:

- a. The readers look for or seek out information about someone's experiences, including things they have done, things that have happened to them, and solutions to their issues.
- b. Reading for the primary idea, the readers attempt to understand the story's difficulty and the topic of interest.
- c. Reading for Organization or Sequence, the reader tries to understand what occurs in each chapter, event, etc.

- d. Using inference in reading, the readers attempt to deduce the text's conclusion from the action or idea.
- e. Classifying by reading, the information or activities taken by the author in a text or paragraph are attempted to be categorized by the readers.
- f. Reading to Evaluate, the beneficial for us to behave like the character in order to determine whether the character is successful.
- g. Compare and contrast reading, the reader contrasts or examines the story's plot to see whether there are any similarities or differences.

According to the purpose above, reading is crucial for readers. Reading serves as organizing, research, and also as a general impression, one might infer. We can also recognize reading as educational material. Indicators of reading skill are :

- a. Motivation:** When taking a reading course, motivation is crucial for every student since, if they lack the drive to improve their reading abilities, the message they are supposed to deliver will be difficult to convey effectively.
- b. Attention:** Reading will suffer if a student is not paying attention or is not concentrating well enough attention or is not concentrating well enough while reading in class, hence attentiveness influences reading.
- c. Physical Health:** Physical health has an impact on reading since a sick student won't be interested in the topic when they are taking a reading class.

- d. Repetition:** Repetition has an impact on reading because it makes it simpler for students to remember the message they hear when they respond to the content more frequently.

3. Learning Via Online System

3.1 Definition of learning via online system

The use of information and communication technology facilitates and supports the model of learning known as online learning (Jabar, 2016). Interactivity, independence, accessibility, and enrichment are traits of online learning (Rusman, 2012). Learning via system online is also known as information technology used in education that takes place in cyberspace. Learning via online system is simply a tool for instruction that directs learning activities between instructors and students using information and communication technologies. The use of learning via online system attempts to improve the effectiveness, accountability, and transparency of learning.

Students are the main emphasis of the learning via online system model's implementation. Due to the flexibility of online learning and the availability of the necessary resources, students are forced to learn independently and take responsibility for each learning process. Students can acquire knowledge and instructional materials in accordance with the lecturer's prescribed syllabus through online learning.

Students who learn online have infinite access to information since they can get information from different sources in conjunction with the course topic. Students can participate in online discussions with subject-matter experts, as well as other learning activities, using e-mail or chat. The installation of the online learning system is anticipated to produce positive learning outcomes, fulfill learning completion requirements, and carry out educational activities even in the middle of a pandemic.

3.2 Definition Learning Via Online System by WhatsApp

The smartphone app WhatsApp is available for almost all current hardware and operating systems (Cohavi, 2013). WhatsApp is a proprietary mobile instant messaging app for smartphones that is freeware, cross-platform, proprietary, and end-to-end encrypted. It is a service with limitless messaging, group chat, and multimedia features. Numerous studies have shown that using WhatsApp in educational settings, especially language instruction, has a favorable effect on language learning (Kartual, 2019). Several scholars have made an effort to demonstrate the usefulness of mobile learning as contemporary teaching and learning methods (Naismith, 2004). Additionally, the majority of contemporary students have advocated the use of portable technologies because they are frequently required to study anywhere and at any time, such as at work, on buses, or on weekends (Evans, 2008). The bulk of these studies have demonstrated how WhatsApp encourages students to learn and fosters attitudes favorable to utilizing it for language learning. Additionally, it has been applied to

encourage a more adaptable and independent method of language acquisition outside of the classroom. The literature provides evidence that mobile technology enhance language learning and instruction (Liu, 2016).

3.3 Advantages and disadvantages of Learning Via Online System

1) Advantages of learning via online system

E-learning has been described as having the capacity to concentrate on the needs of specific learners. For instance, concentrating on the requirements of individual students rather than the needs of educational institutions or teachers can efficiently transmit knowledge in the digital age (Huang, 2015). E-learning allows for the quickest and easiest completion of objectives. Equal access to the information is observed when managing the e-learning environment, independent of the users' locations, their racial origins, their races, and their ages. The setting for online learning also encourages students or learners to depend on themselves so that teachers are no longer the only source of information but rather act as mentors and advisors (Joshua, 2016).

From the perspectives of learners or students, several research have demonstrated the beneficial effects of online learning (Gautham, 2016). For instance, e-learning enables the observation of considerably more flexible learning methods for classes with a lesser requirement for travel. Through classroom activities that use an interactive video facility, students are able

to get better understanding of the material (Gautham, 2016). This enables students to react quickly to the exercises.

2) Disadvantages of Learning Via Online System

- a. Insufficient communication between teachers and students, or even between students themselves.
- b. Students who lack a strong sense of learning drive frequently fail.
- c. Not all locations have internet access (this is related to the issue of electricity, telephone, or computer availability).

From the explanation above, it can be concluded that to support the learning process, activities are conducted remotely, must adhere to health rules, and use the internet network, also known as Learning via online system, through Zoom Meeting, WhatsApp Group, Google Meet, and other channels. Indicators of learning via online system are:

1. Internet-based education.
2. Learning exercises can be done anywhere and at any time.
3. Learn at home.
4. using applications to enhance learning

5. The Students' Attitude in Reading on home

According to (Marpaung M. B., 2020) Attitude is described as an internal circumstance that influences behavior. Attitude is a combination of cognitive, emotional, and sentimental factors that influence decision-

making. There are three components: cognitive, emotional, and behavior. The emotional component refers to one's emotional reaction to an attitude, while the cognitive component includes thoughts and beliefs about the attitude's objects. The behavioral component is the actual action taken towards the attitude. A positive attitude toward reading is a primary goal of any reading lesson in class. Attitudes towards reading can be defined as an individual's feelings regarding reading. The attitude towards reading refers to the desire to read or avoid reading a book.

6. The Students' Problem in Reading Via Online System

Online reading allows you to access a limitless amount of knowledge that, unlike offline reading materials, is always up to date. Students no longer need to purchase additional books or visit the library to spend more time and effort looking for suitable sources of information. On the other hand, most studies demonstrate that people read digitally slower than they do books or printed papers. We more prone to skim or scan text online. It's also harsher on the eyes. Students can concentrate on what they are reading more effectively with a book than with an electronic device, and they are less distracted.

This obstacle pertains to the capacity to complete all required tasks in online reading learning. The researcher identified difficulties to learning reading online. It focuses on the student's internet reading habits. Interviews and observations revealed a lack of preparation among students

for online reading. For instance, if students do not pay attention to the lecturer's explanations or questions, they may struggle to respond correctly. They are capable of completing all classroom preparation tasks alone. Inadequate student preparation can lead to ineffective learning outcomes. This obstacle pertains to the capacity to complete all required tasks in online reading learning (Gesha, 2023).

7. The Impact of Studying Reading by Online

Research has shown a positive correlation between students' attitudes and behaviours and their performance in many circumstances. The study found that teaching and learning methods in higher education institutes significantly impacted students' attitudes, leading to improved performance. Another study indicated that pupils with ICT competence are more comfortable learning online (Ranya, 2022).

B. Previous Related Study

Some researchers submitted applications for this study. Starting with the research report from Magdalena Br. Marpaung and Humiras Betty Sihombing, about *“The Attitude Towards Reading of English Department Students in Darma Agung University: A Survey Based on Different Attributes and Environmental Factors”*. The main objective of this study was to survey the attitudes towards reading of EFL students in University Darma Agung learn English as a foreign language. It mainly aims to identify the attitudes toward

reading by many factors. A descriptive analytical method was used. There are 46 participants English Department students at Darma Agung University, according to findings. Additionally, the questionnaire serves as the primary research tool for data gathering (Marpaung M. B., 2020)

Second, the research to this study from Tommy Tanu Wijaya, Ying Zhou, Aditya Purnama, & Neni Hermita, about "*Indonesian students' learning attitude towards online learning during the coronavirus pandemic*". This study presents the findings of a qualitative study. The sample population for this research is students in West Java, Indonesia. A total of 16 questionnaires were collected for this study, which will use them to collect the data. The findings of this study indicate that online education is not particularly helpful during current coronavirus epidemic. Additionally, the students' enthusiasm in online education is minimal and hopefully, the findings of this study will served as a guide for developing more effective learning materials that can be used in Indonesia during the coronavirus pandemic (Wijaya T. T., 2020)

The third, the research study related to this research from Hendrikus Male, Erni Murniarti, Masda Surti Simatupang, Julinda Siregar, Hotmaulina Sihotang, & Ronny Gunawan, about "*Attitude of Undergraduate Student's Towards Online Learning During Covid-19 Pandemic*". The study intends to examine undergraduate students' attitudes regarding online learning, even though some of the participants are not used to learning online. the data was gathered utilizing the Zoom program during an in-depth interview. The findings indicate that students generally find learning at home to be boring (Male, 2020).

The fourth, the research study related to this research from Divya P and Mohamed Haneefa K about “*Students’ Attitude Toward Digital Reading: A Study in Universities in Kerala, India*”. The purpose of this study is to comprehend students' attitudes toward digital reading. The study was conducted among postgraduate students at universities in the Indian state of Kerala using the survey method. According to the findings, the majority of students had an average degree of attitude toward digital reading, with male students having a more favorable attitude than female students. The findings also show that there are no notable differences among academic disciplines and universities in the students' attitudes regarding digital reading. Findings imply that teachers might modify lessons and tasks to keep students' attitudes about digital reading positive (Divya, 2020).

The last, the research to this study from Muhammad Farshad, Uzma Murad Panhwar, Sakina Jumani, and Saddam Sassi about “*Students’ Attitude Towards Reading in English at Dallan University Technology, China*”. The goal of the study was to learn more about the students' attitudes toward reading in general and toward reading in the English language in particular. The primary objective of the study was to ascertain the pupils' views regarding reading. Through a survey built on a descriptive study approach, the participants' general attitudes toward reading and their reading choices were studied. Using random sampling, 641 students from the population of 1200 Graduate (Masters/M.Phil.) students were chosen as a sample. The SPSS Statistics 20 program was used to evaluate

the survey data using the following metrics: mean, median, standard deviation, Cronbach's alpha, and graphical depiction (Farshad, 2020).

This study's predecessors share similarities with it in that they all focused on students' attitudes toward learning English. However, this study differs slightly from the previous research study, where this current study only focused on how Indonesian EFL Students' Attitude towards Reading Via Online System at University Muhammadiyah Sumatera Utara.

C. Conceptual Framework

This study focused on Indonesian EFL students' attitude towards reading via online system. It will be identified in the interview. A person's attitude, which was a psychological construct, can be described as a mental and emotional entity that characterizes or inheres in them, as well as their approach to something or their viewpoint on it. So, we can ascertain what were the cause of Indonesia EFL students' attitude toward reading via online system.

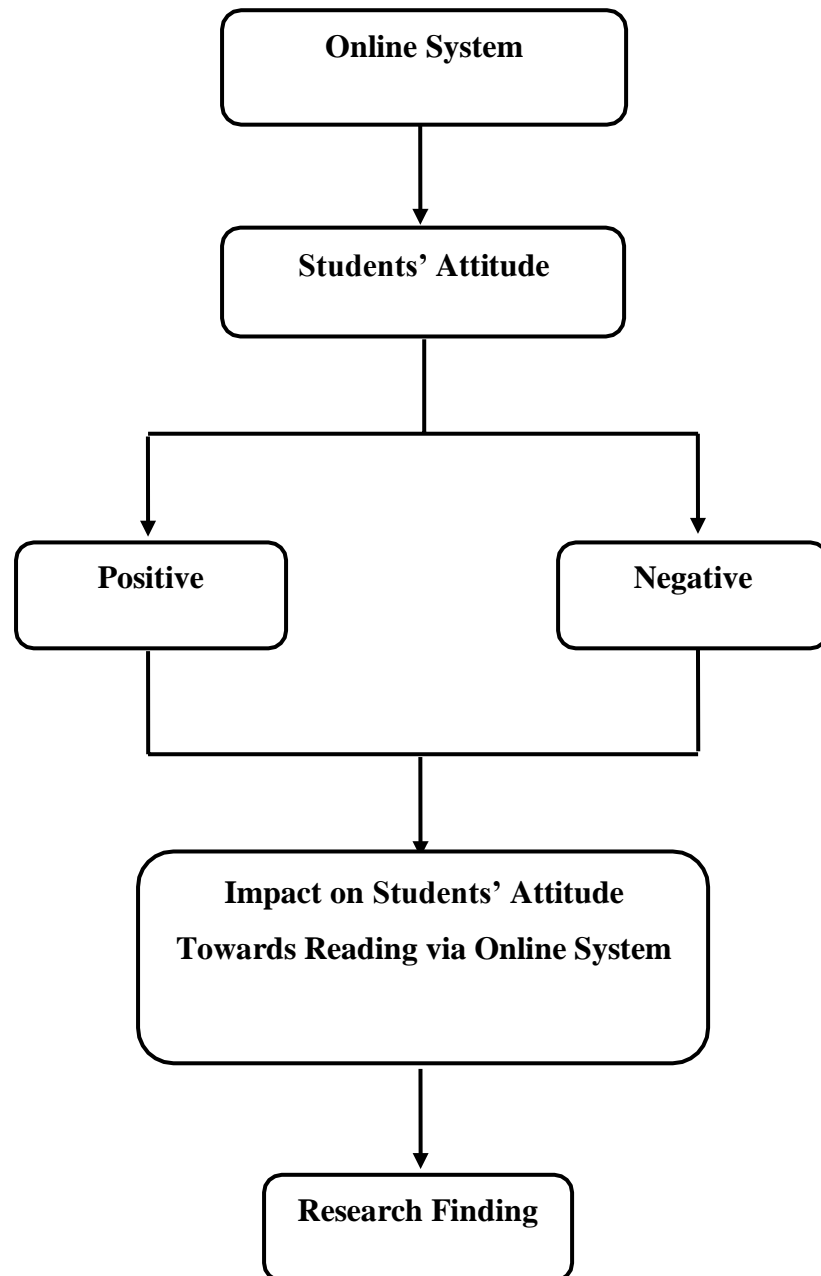


Figure 2.1. The Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Designs

This study used a descriptive quantitative research design. To test predetermined hypotheses, the quantitative research method involves collecting data using research instruments, analyzing the data quantitatively and statistically, and applying positivist research strategy to study particular populations or samples (Sugiyono, 2020). According to (Creswell, 2012) declared that survey research designs were methods used in quantitative research where by researchers give a survey to a sample or the full population in order to characterize the attitudes, beliefs, actions, or traits of the cohort. Furthermore, descriptive research focuses on the relationship between what was or what existing and a previous occurrence that impacted or affected a current situation or event (Cohen L. e., 2000). Based on the observations made above, it was clear that descriptive research was a type of study design in which the researcher conducts interviews with participants to explain attitudes, opinions, behaviors, or other traits that have emerged in relation to the problem in question. This study had a single variable. This research analyzed Exploring in Indonesian EFL Students' Attitude Towards Reading Via Online System.

B. Source of Data

The data source to be taken in this study was EFL students at the University Muhammadiyah of Sumatera Utara, Indonesia. The number of participants was consisted of one class in semester VII B Morning English Department totaling 24 participants who was recruited through the primary data. Primary data was the first-hand sources of authenticated information that researchers have obtained (Sugiyono, 2016). They came in the form of a group's or an individual's description or judgment on the item (person), the result of observing a physical thing, an event, or an activity. The source of the study's primary data was information gleaned from a key source of data concerning Indonesian EFL attitude towards reading via online system from widely dispersed questionnaires by the respondents.

This study used the primary data, because the researcher believes that the primary data used know the most about the issue that the researcher was examining. The use of the primary data in this study aims to find out what was impact on Indonesian EFL students' attitude toward reading via online system.

C. The Technique of Collecting Data

A questionnaire was employed in this study's investigation to gather data. A questionnaire was a method of gathering data in which researchers gave participants a set of questions or written statements that must be answered (Sugiyono, 2014). In this study, the questionnaires would give out directly by the researcher. There were 15 statements total on the questionnaires. The

questionnaire offers 4 potential answers for each question, which are represented by: Very Disagree (VD), Disagree (D), Agree (A), and Very Agree (VA).

The following methods used to collect the data:

- a. Creating a questionnaire to serve as a tool for study.
- b. To make the questions easier for readers to understand, each one has an Indonesian translation.
- c. surveying the class to get information.
- d. Once every participant that completing the questionnaire, distribute to them and collect once more.

1. Validity of Questionnaire

Validity test was a test used to determine whether the research instrument (i.e. a questionnaire) used for research is valid or invalid. The instrument in this research would be tested using SPSS 22 software. Validity testing was carried out through testing, by comparing the calculated r value with the table r value, using the following conditions. 1) If the calculated r value $>$ r table, then it is declared valid 2) If the calculated r value $<$ r table, then it is declared invalid.

Based on the questionnaire table data, it could be seen as follows, the value of n was 24 so that $df = 24 - 2 = 22$, the value of r table 22 was 0.3438.

Table 3. 1 Validity of Questionnaire

Correlations		Total	R Tabel	Kesimpulan
Question 1	Pearson Correlation	.456*	0.3438	Valid
	Sig. (2-tailed)	.025		
	N	24		
Question 2	Pearson Correlation	.533**	0.3438	Valid
	Sig. (2-tailed)	.007		
	N	24		
Question 3	Pearson Correlation	.495*	0.3438	Valid
	Sig. (2-tailed)	.014		
	N	24		
Question 4	Pearson Correlation	.787**	0.3438	Valid
	Sig. (2-tailed)	.000		
	N	24		
Question 5	Pearson Correlation	.692**	0.3438	Valid
	Sig. (2-tailed)	.000		
	N	24		
Question 6	Pearson Correlation	.796**	0.3438	Valid
	Sig. (2-tailed)	.000		
	N	24		
Question 7	Pearson Correlation	.579**	0.3438	Valid
	Sig. (2-tailed)	.003		

	N	24		
Question 8	Pearson Correlation	.498*	0.3438	Valid
	Sig. (2-tailed)	.013		
	N	24		
Question 9	Pearson Correlation	.787**	0.3438	Valid
	Sig. (2-tailed)	.000		
	N	24		
Question 10	Pearson Correlation	.439*	0.3438	Valid
	Sig. (2-tailed)	.032		
	N	24		
Question 11	Pearson Correlation	.656**	0.3438	Valid
	Sig. (2-tailed)	.001		
	N	24		
Question 12	Pearson Correlation	.650**	0.3438	Valid
	Sig. (2-tailed)	.001		
	N	24		
Question 13	Pearson Correlation	.521**	0.3438	Valid
	Sig. (2-tailed)	.009		
	N	24		
Question 14	Pearson Correlation	.696**	0.3438	Valid
	Sig. (2-tailed)	.000		
	N	24		
Question 15	Pearson Correlation	.689**	0.3438	Valid

Sig. (2-tailed)	.000		
N	24		

From the data above, if $r_{count} > r_{table}$ it could be stated that the questionnaire data was valid.

2. Reliability of Questionnaire

Reliability test was a test used to determine the consistency of research instruments (questionnaires) used in research. The instrument in this research would be tested using SPSS 22 software. Reliability testing was carried out via Cronbach's Alpha based on the following conditions. 1) If the Cronbach's Alpha value is > 0.60 , then it is declared reliable or consistent. 2) If the Cronbach's Alpha value is < 0.60 , it was declared unreliable or inconsistent.

Table 3. 2 Reliability of Questionnaire

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Cronbach's Alpha	N of Items
.880	15

Based on the table above, it could be concluded that all questionnaire items were reliable because the Cronbach's alpha value was $0.880 > 0.60$.

D. The Technique of Data Analysis

A questionnaire used to analyze the data. The questionnaire used in this study was a method of collecting data that involves providing respondents with a series of write statements that they must respond to. The research of this study employs a questionnaire to gain a deeper insight of the participants through organized questions and replies. By using it, the research can also know more about what was impact on Indonesian EFL students' attitude toward reading via online system.

The steps that make up the process are as follows:

1. The four-point Likert-type scale used for these three questions ranges from "1 = very disagree" to "4 = very agree." Reduced scores indicate a decrease in attitude.
2. The researcher was assess the data using descriptive statistics. According to (Creswell, 2012) to find common data trends, the mean, mode, and median were needed. To make the data easier to understand, it is analysed and summarized using text, a table, or a visual. The number (statistical outcomes) was explained by the researcher in a clear and understandable manner. According to (Cohen L. M., 2011) A descriptive statistic is one that presents and clarifies data; the researcher must then evaluate the data and determine the significance of the description. Therefore, this analysis style is perfect for this study, which uses an online system to try to explain EFL students' attitudes toward reading. Findings are presented in the form of word and numerical descriptions, with no assumptions made about the

results. The use of SPSS 22 facilitates the data analysis process. The mean score for each category, question, and total score were then examined by the researcher in order to assess the data using the central tendency measure.

3. To make decisions, consider the results of the data analysis.

CHAPTER IV

DATA, DATA ANALYSIS, AND DISCUSSION

A. DATA

In this section, information was gathered from University Muhammadiyah Sumatera Utara students enrolled in the VII-B Morning English education semester through the distribution of Google form questionnaires. The sample for this study consisted of the 24 respondents that answered the questionnaire. The responses analyzed to ascertain the EFL Students' Attitude and Impact towards Reading Via Online System.

B. DATA ANALYSIS

The purpose of this study was to examined EFL students at University Muhammadiyah Sumatera Utara's Faculty of Teacher Training and Education felt about reading via online system. The validity and reliability of the research's questionnaires have been examined using SPSS 22 software.

Table 4.1 I do not like reading via online system.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	5	20.8	20.8	20.8
Very Agree	19	79.2	79.2	100.0
Total	24	100.0	100.0	

In the table above it can be seen that 20.8% or 5 respondents agreed and 79.2% or 19 respondents strongly agreed. This shows that respondents do not like reading using the online system.

Table 4.2 I think reading via online system is boring

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	7	29.2	29.2	29.2
Agree	11	45.8	45.8	75.0
Very Agree	6	25.0	25.0	100.0
Total	24	100.0	100.0	

In the table above it can be seen that 45.8% or 11 respondents agreed and 25% strongly agreed. This shows that respondents think that reading using the online system is boring.

Table 4.3 I feel sleepy when I read during via online system.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	12	50.0	50.0	50.0
Very Agree	12	50.0	50.0	100.0
Total	24	100.0	100.0	

In the table above it can be seen that 50% or 12 respondents agreed and 50% strongly agreed. This shows that respondents feel sleepy when reading during online learning.

Table 4.4 Reading via online system is not interested.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	4.2	4.2	4.2
Agree	11	45.8	45.8	50.0
Very Agree	12	50.0	50.0	100.0
Total	24	100.0	100.0	

In the table above it can be seen that 45.8% or 11 respondents agreed and 50% or 12 people strongly agreed. This shows that respondents are not interested in reading using an online system.

Table 4.5 I think reading in person is better than via online system.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	7	29.2	29.2	29.2
Agree	13	54.2	54.2	83.3
Very Agree	4	16.7	16.7	100.0
Total	24	100.0	100.0	

In the table above it can be seen that 54.2% or 13 respondents agreed and 16.7% strongly agreed. This shows that respondents feel that reading alone is better than reading using an online system.

Table 4.6 I must pay full attention when I am reading via online system.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	4.2	4.2	4.2
Agree	11	45.8	45.8	50.0
Very Agree	12	50.0	50.0	100.0
Total	24	100.0	100.0	

In the table above it can be seen that 45.8% or 11 respondents agreed and 50% or 12 people strongly agreed. This shows that respondents feel they have to pay full attention when using the online system.

Table 4.7 I feel lazy when I read a book via online system.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	4.2	4.2	4.2
Agree	13	54.2	54.2	58.3
Very Agree	10	41.7	41.7	100.0
Total	24	100.0	100.0	

In the table above it can be seen that 54.2% or 13 respondents agreed and 41.7% strongly agreed. This shows that respondents feel lazy about reading books using the online system.

Table 4.8 I hate reading via online system.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	14	58.3	58.3	58.3
Very Agree	10	41.7	41.7	100.0
Total	24	100.0	100.0	

In the table above it can be seen that 58.3% or 14 respondents agreed and 41.7% strongly agreed. This shows that respondents hate reading using the online system.

Table 4.9 I feel I can understand the lesson better during via online system.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	13	54.2	54.2	54.2
Very Agree	11	45.8	45.8	100.0
Total	24	100.0	100.0	

In the table above it can be seen that 54.2% or 13 respondents agreed and 45.8% or 11 respondents strongly agreed. This shows that respondents feel they can understand learning better when reading with an online system.

Table 4.10 Reading via online system creates multifaceted thinking skill.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	4.2	4.2	4.2
Agree	16	66.7	66.7	70.8
Very Agree	7	29.2	29.2	100.0
Total	24	100.0	100.0	

In the table above it can be seen that 66.7% or 16 respondents agreed and 29.2% or 7 respondents strongly agreed. This shows that respondents feel that reading online can improve multifunctional thinking skills.

Table 4.11 I am interested reading via online system

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	16	66.7	66.7	66.7
Very Agree	8	33.3	33.3	100.0
Total	24	100.0	100.0	

In the table above it can be seen that 66.7% or 16 respondents agreed and 33.3% or 8 respondents strongly agreed. This shows that respondents are interested in reading through the online system.

Table 4.12 I feel reading via online system more effective.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	4	16.7	16.7	16.7
Agree	11	45.8	45.8	62.5
Very Agree	9	37.5	37.5	100.0
Total	24	100.0	100.0	

In the table above it can be seen that 45.8% or 11 respondents agreed and 37.5% or 9 respondents strongly agreed. This shows that respondents feel that reading the online system is more effective.

Table 4.13 Reading via online system and reading in person are both effective

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	12.5	12.5	12.5
Agree	13	54.2	54.2	66.7
Very Agree	8	33.3	33.3	100.0
Total	24	100.0	100.0	

In the table above it can be seen that 54.2% or 13 respondents agreed and 33.3% or 8 respondents strongly agreed. This shows that respondents feel that reading through the online system and reading themselves are both more effective.

Table 4.14 I like reading via online system

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	8.3	8.3	8.3
Agree	14	58.3	58.3	66.7
Very Agree	8	33.3	33.3	100.0
Total	24	100.0	100.0	

In the table above it can be seen that 58.3% or 14 respondents agreed and 33.3% or 8 respondents strongly agreed. This shows that respondents like reading online systems.

Table 4.15 I enjoyed when I am reading via online system.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	6	25.0	25.0	25.0
Agree	11	45.8	45.8	70.8
Very Agree	7	29.2	29.2	100.0
Total	24	100.0	100.0	

In the table above it can be seen that 45.8% or 11 respondents agreed and 29.2% or 7 respondents strongly agreed. This shows that respondents feel enjoy when reading via online system.

Table 4.16 Total

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	4.2	4.2	4.2
42	2	8.3	8.3	12.5
45	3	12.5	12.5	25.0
46	1	4.2	4.2	29.2
47	2	8.3	8.3	37.5
48	3	12.5	12.5	50.0
50	3	12.5	12.5	62.5
51	2	8.3	8.3	70.8
53	2	8.3	8.3	79.2
55	2	8.3	8.3	87.5
59	1	4.2	4.2	91.7
60	2	8.3	8.3	100.0
Total	24	100.0	100.0	

Table 4.17 Result Total

No	Category	Score	Frequency	Percent
1	Very Agree	46-60	18	75%
2	Agree	31-45	6	25%
3	Disagree	16-30	0	0%
4	Very Disagree	1-15	0	0%
Total			24	100%

Based on the data above, it can be seen that respondents show good reading skills via online system. There were 18 (75%) students who have an attitude and reading ability with very high scores. And there were 6 students (25%) with high results. There were also no students with average and low results. In

conclusion, the author found that most students can have a good attitude towards reading via online system.

C. DISCUSSION

An analysis and explanation of the research's findings are given in this section. The purpose of this study was to examine how EFL students felt about reading using an online platform. Questionnaires were employed by the researcher to collect study data. Google Forms was used to administer the survey. There were 24 participants in this study.

Based on the survey results, it was found that 0% of EFL students had negative or low attitudes regarding reading when using the online system. Furthermore, 75% of EFL students had the most positive attitude when reading. And 25% of them have positive attitude when reading. It indicates that most EFL students used the online system with a positive attitude towards reading.

In the second study, the impact on EFL students' attitudes toward reading via online system at University Muhammadiyah Sumatera Utara's VII semester English Department is good, according to the largest percentage of data analysis. Reading via online system made EFL students more versatile in their thinking skills, and they loved reading via online system. In other hand, according to the journal that I have read, most students find online learning ineffective and dull. Students have expressed concerns about the impact of the environment and inadequate internet connections on online learning. This research aims to improve the effectiveness of learning media in Indonesia.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The EFL Students' Attitude to Reading Via Online System at the VII Semester English Education Department of University Muhammadiyah Sumatera Utara, based on the percentage data, calculate the highest and minimum scores, as well as the mean and median. A positive attitude is one that tends to demonstrate or accept, follow, approve, and implement relevant norms. According to the results of this study, 75% of EFL students had the most positive attitude toward reading and 25% of them had good attitude when reading via online system from 15 statements in questionnaires. However, according to the statistics the highest percentage of data analysis. Reading using an online system increased the versatility of EFL students' thinking skills, and they enjoyed it.

B. Suggestions

The researcher intends to make some suggestions based on the results of the data analysis and conclusion. The researcher expects that this work utilized as a reference by future researchers who desire to undertake similar research. Although attitudes have no substantial effect on students' reading abilities, it is undeniable that attitudes are one of the factors that influence their perceptions of the language acquisition process. Furthermore, the instructor must continue

to consider their role in improving students' reading using the online system, which means developing students' positive attitudes regarding reading through the online system. Furthermore, teachers should provide additional opportunity for students to practice by providing possibilities in students.

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APPENDICES

APPENDIX Questionnaire

Exploring in Indonesian EFL Students' Attitude Towards Reading Via Online System

I sincerely hope you will take the time to complete this survey. You can rest assured that your feedback will be considered confidential and will only be used for research.

A. Personal Identity

NAME :

NPM :

SEMESTER :

B. Instruction

1. Pick the response that best fits your needs.
2. Before responding, be sure you understand the statement.
3. Please be honest and objective in your response, as it will help this research operate more smoothly.

Following is the Likert scale for each response:

1. VD (Very Disagree),
2. D (Agree),
3. A (Agree),
4. VA (Very Agree).

No	Statement	Answer			
		1	2	3	4
1.	I do not like reading via online system.				
2.	I think reading via online system is boring.				
3.	I feel sleepy when I read during via online system.				
4.	Reading via online system is not interested.				
5.	I feel I can understand the lesson better during via online system.				
6.	Reading via online system creates multifaceted thinking skill.				
7.	I think reading in person is better than via online system.				
8.	I am interested reading via online system.				
9.	I must pay full attention when I am reading via online system.				
10.	I feel reading via online system more effective.				
11.	I feel lazy when I read a book via online system.				
12.	Reading via online system and reading in person are both effective.				
13.	I hate reading via online system.				
14.	I like reading via online system.				
15.	I enjoyed when I am reading via online system.				

19	AL	4	2	4	4	4	4	3	4	4	2	4	3	3	3	3
20	S	4	3	3	3	3	3	3	4	3	2	3	3	3	2	3
21	BQ	4	2	4	3	3	3	3	3	3	3	4	4	4	3	2
22	JA	4	3	3	4	4	3	2	3	4	2	3	3	3	3	3
23	AS	4	4	4	4	4	4	4	4	4	3	4	3	3	3	3
24	SN	4	4	4	4	3	3	2	3	4	4	3	4	3	3	2