Students' Perception in Experiencing Reading Descriptive Text Digitally

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Abstrak

Pandemi COVID-19 membuat siswa Indonesia harus melakukan kegiatan belajar sekolah dari rumah. Hal ini membuat para siswa harus membaca buku mereka secara digital menggunakan ponsel atau laptop yang belum pernah mereka lakukan sebelumnya. Penelitian ini bertujuan untuk mengetahui persepsi siswa Indonesia dalam membaca digital dan bagaimana mereka beradaptasi dengan bacaan digital dalam teks deskriptif. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif dan menggunakan wawancara untuk menjawab pertanyaan penelitian yang ada. Para siswa menyatakan bahwa mereka menemukan kesulitan dalam fokus mereka, menderita mata nyeri, daya tahan baterai perangkat yang singkat, susah menemukan sumber bacaan dan masih belum terbiasa dengan membaca digital.
Kata kunci: membaca, membaca digital, teks deskriptif

Abstract

COVID-19 Pandemic makes Indonesian students have to conduct school learning activities from home. It makes the students have to read their books digitally using a mobile phone or laptop which they never did before. This research is intended to know Indonesian students' perceptions in digital reading and how they adapt to the digital reading in descriptive text. The method used in this research is qualitative research and uses interviews to answer the research question. The students stated they found difficulties in their focus, their eye sore, short battery lifetime problems, uneasiness in finding reading material, and still haven't adapted to digital reading.
Keywords: reading, digital reading, descriptive text.

INTRODUCTION

Reading is one of the language skills that needs to be developed by the learners, especially to master English. The learners in Indonesia need to master this skill. It is because reading is one of the receptive skills that helps a lot in acquiring language. Based on (Purcell-Gates, Duke, and Stouffer, 2016) stated that reading is not only just taking the sense or meaning of letters and symbols by sight or touch. It needs to be involved in the process of sociocultural constructed literacy practices. It takes out in the process every aspect of life, such as, gender, ethnicity, religion, language, etc. By taking this meaning seriously, it can be concluded that it is not just taking meaning, but more than that.

Reading is usually related to printed material or books. It is usually related with a boring hobby that spend a lot of time for some people, but it all changes when the digital devices and internet rule the world. The school closure affects students' learning process, especially in Reading. Based on the research by (Sun et al., 2021), the result showed that digital reading activity became more exciting and a chosen leisure activity since spending time in the boring time to stay at home. It means that the digital reading activity is one of the most popular activities since the global pandemic.

Reading descriptive text is one kind of text that becomes a competence for senior high school students. Based on PERMENDIKBUD, 2016, the Descriptive text appears on the 4th competence for the tenth grade of senior high school students. The students will have to find out the social function, the text structure, and the linguistic feature of the descriptive text. This text is chosen in this research because descriptive text belongs to a short kind of text and reading this text can be done in one sitting or short time.

Descriptive text is the kind of text that is used to describe a specific thing, person, animal, place or event (Noprianto, 2017). The process of describing is done by clearly ordering their characteristics, starting with naming them, classifying them, and dealing with their properties, behavior, functions, and so on. they can see it directly through their eyes. Because it affects emotions and enhances experience, description provides a vital dimension. The descriptive text has its own purpose or social function. Its social function is to characterize or depict a specific place, person or thing (Potradinata, 2018).

Like any other kinds of text, the descriptive text also has its generic structure. The structures of descriptive text are *identification* and *description*. *Identification* focused on presenting and naming a

particular object such as human being, item, setting, animal or affair. *Description* focused on expressing and describing a particular object from its special impression, character, and practice or qualification (Noprianto, 2017).

In the early appearance of COVID-19 Pandemic in Indonesia on March 2nd 2020, the central government forced school closure to suppress the COVID-19 spread. The teaching and learning activities are forced to be at home and changed to be a digital based teaching and learning process. In this situation the students are forced to be ready in this digital situation. When the schools are closed during the pandemic, students' reading habits will also change. The students who are used to reading material or books in printed material are now forced to read in digital.

Nowadays, when the students can do the learning activity in school, some schools still conduct the learning activity digitally through computers, laptops, or phones. The students will have to adapt with this new situation and read the books digitally. In facing this, the student readiness needs to be discussed more. Are the Students ready yet? This research will answer this question.

The use of Digital Devices (such as, laptop, computer and mobile phone) in reading that can be used easier now, than the past changes the lifestyle of people around the world. The school classroom changes to become more paperless than before. They can learn from the internet that can be accessible from anywhere and at any time easily. It makes the student learn more since the use of digital devices in the classroom (Singer & Alexander, 2017). Digital Reading, that also can be called as electronic literacies, refers to a literacy that uses screen-based. It is a new way (Park & Kim, 2011). It is related to using computers, link through computer-mediated communication, acknowledge multimedia information, together with track-down and assess the online resources. (Koskimaa, 2007) stated that Digital reading is a reading for digital media. Digital texts are always programmed texts, texts based on computer codes. This opens up an unlimited field of literary play and experimentation, as texts can be programmed to behave more or less dynamically.

This writing will focus on Indonesian students' perception in digital reading since they are forced to learn English material from the school through digital media. The students would have to tell their experience in learning English through the digital media. These students' perceptions will be the focus of this research. It is because the purpose of this study is to discover students' perceptions in digital reading based on their experience. By doing this research, the researcher will know about Indonesian students' readiness in reading English text through digital media, such as laptops or mobile phones in this digital era. This research will also fill the research gap about students' perception in digital reading.

In this qualitative research, the perception of the participants is the basic source of the research. Perception is the focus of qualitative research (Creswell & Creswell, 2018); therefore, we have to know the nature of the perception. Perception is the operation of accomplishing realization and comprehension sensory detail (Qiong, 2017). Based on the article from Ou Qiong in 2017, there are three processes of perception. They are selection, organization and interpretation.

Selection is the first phase of the perceiving process. In this process, the person tries to change the information around the person to be relevant to their experience. This information is also called stimuli. These stimuli are caught by our five sensory organs. Eyes collected visions and sights stimuli, nose collected smell stimuli, tongue collected taste stimuli, ears collected sound stimuli, and skin collected touch stimuli. These countless stimuli we receive from the organs every day can't be processed all because it can make the information overwhelmed in our thoughts. Because of this reason, the first phase of perception is selection.

Attention is choosing, considering certain factors of perception, or certain features of the world, to be more remarkable, more important than others. Of these, we witness and ignore the rest. For this reason, we restrict the information that comes to us physically, we hear, smell, see, touch, and taste a multitude of features that we never notice. The selection process usually uses a map, this map used to select which unimportant stimuli or information that are supposed to either be erased or be generalized. By doing this, we focus only on stimuli that we are familiar with or concerned about.

Organization is the second process in conducting a perception. In this step, the filtered stimuli need to be organized in meaningful patterns. This step makes us to assort the stimuli into categories in the same way. Other researchers also use the word categorization in this phase. This step permits us "to build and give consistency with our general knowledge of people and the social world, typical behavioral patterns, and a range of likely changes between types of people and their characteristic behaviors and characteristics". In this step, the perception is usually divided into two different things. At first, this process of being human is a structured perception. It means that the stimuli that we received were put into a relevant record. The second,

this process shows that the perception owns reliability. It happened because after we put the stimuli into categories, the stimuli become resistant and long-lasting.

The third phase is called interpretation. It focuses on connecting the picked stimuli into meaning. The stimuli we received were attained to the meaning that related with each person's understanding. Because of this, every person can give different interpretations of the same stimulus. For example, people can interpret differently when seeing people hugging in public. Some people said it is a common way to say hello, but other people think it is taboo or inappropriate to do it in public. These two interpretations can come from different backgrounds of the people, such as, different culture, different experience etc.

Digital reading is important because Indonesian people will have to face Revolutional Industry 4.0 (which later will be followed by Society 5.0 era), where the technology is developing at full tilt. It makes human activities related to technology, including reading. It makes the number of learners and readers through the internet increase (Wen & Chen, 2015). The students have to be prepared in facing this era. It will be better if the students are ready in facing the technology era nowadays. Digital reading also helps preserve nature. It is because digital reading supports the paperless campaign. When the paper becomes less, the more trees that are not being cut.

Many relevant studies have been conducted in this topic. Based on the research (Sun et al., 2021) that has been conducted to the students in Singapore, it resulted in the students who like to read in printed material also like to read digitally. Based on the group discussion, the participants are facing some serious difficulties. The difficulties are lack of skill for digital reading, prefer to read in print and more familiar to the printed material. By the experiment (Fırat Altay & Altay, 2017), the students that read digitally didn't show much difference than the control group. This digital reading didn't enhance the students' reading abilities. It just provides more motivation to the students. Although, in the discussion later, the participants of the research were not delighted in the use of technology for reading. In (Tanner, 2014), the conclusion stated that the students still had difficulties in using the online reading. The students seemed suited to the optical, cognitive, and metacognitive requirement on printed books, even the online books have optical equivalent. In (Park & Kim, 2011) the research found out that the students are not aware that they read digitally. They still use the reading strategies that they used in conventional reading. The participants used traditional reading strategies. The participants connect their prior knowledge and experiences to understand the purposes and plan before reading online texts. Based on the research by (Støle et al., 2020), the result found out that the 10-years old children have more score in reading comprehension presented on paper than on the screen. It affects the Digital Reading perception for the children. The scrolling attitudes that are used a lot in the use of reading on screen resulted negatively. The use of paper in reading resulted in the highest score.

Based on the background that discusses a lot about digital reading in global pandemic situations, this research will try to answer these questions about.

1. Based on students' perception, what are their perceptions in reading descriptive text digitally?
2. Based on students' experience, how do the students cope with the changes they face in reading descriptive text digitally?

Based on the description above about the problem and the research question. This research would discover students' perception on what they face in digital reading and how they cope with the difficulties since they have to do digital reading because of the COVID-19 global pandemic. This research would only discuss the perception of the students in facing digital reading. This research would also only focus on the students' experience in facing their difficulties to adapt in digital reading. The reading would only cover the descriptive text. It is because the descriptive text is one of the competences in Indonesia. It has a medium length and it is done by one sitting.

METHOD

In this study, researchers use qualitative methods for study design. This type of research collects and creates data in several steps, starting with data collection, classifying the data according to possible classifications, analyzing the data, and drawing conclusions based on the data analysis performed. increase. To draw general conclusions. This survey is also conducted in a descriptive qualitative interview. The use of descriptive qualitative research is because the results of this research try to explain student assumptions about digital reading in reading descriptive text.

The place of the research was carried out for Students in SMK Wijaya Putra Surabaya that was already accustomed to Digital Reading since the school closure because of pandemic. The school is already using technology and digital media in the learning process. The students in this school also used to read their English book through their smartphone or laptop.

The school used the book from KEMENDIKBUD in 2018 that used the 2013 Curriculum digital. This school still uses digital reading in the teaching and learning process, even the process conducted in school (paperless).

This Research study was carried out in 2021. The participants were 20 students from Wijaya Putra Vocational High School, 10 female students and 10 male students. The subjects were the students who had already taught about descriptive text and they have to share their experience in reading descriptive text digitally.

The Data was collected in Focus Group Discussion (which later on will be abbreviated as FGD). This technique is also used by (Sun et al., 2021) in their research to get richer and deeper in students reading digitally during the school closure. This FGD technique also help the participants to be more honest because they discuss the topic in the group. Each group will consist of 5 participants and they can discuss the question in the group.

The data was collected using an interview that was transcribed by the researcher. In order to answer the research questions, the Researcher conducted an interview to the participants to collect the data. The questions were:

1. Since you were not able to go out, where did you get your reading materials (descriptive text) from?
2. How did your teachers help you reading the descriptive text during Circuit Breaker?
3. Do you read the descriptive text both in print and online (i.e., read using your device, eg, phone, tablet, computer)?
4. What devices do you use?
5. During Pandemic, did you spend more time or less time reading the descriptive text on your devices?
6. Did you read the descriptive text more online using your devices? Why or why not?
7. Do you prefer to read using print or online? Why?
8. How do you feel about digital reading?
9. Do you face any difficulties in the reading process?
10. How do you overcome your difficulties?

These questions were asked by the researcher to the students in order. These questions were adapted by the researcher from the research that has been conducted by Sun Baoqi, Chin Ee Loh and Youyan Nie in their research titled "COVID-19 School Closure Effect on Students' Print and Digital Leisure Reading" (Sun et al., 2021). These questions are adapted to be more relevant with the research question.

The Interview were transcribed by the researcher to be analyzed. The researcher has already taken notes in the interview (Creswell & Creswell, 2018). The notes were written on the interview protocol below.

The analysis of the data was using content analysis, where the researcher tries to classify the verbal words that have been transcribed. This step is to analyze the student's negative or positive perception in Digital Reading.

RESULT AND DISCUSSION
Result

The participants of the interview stated some interesting statements during the interview. The participants were familiar with the technology. The participants used some electronic devices in their reading. They use mobile phones and laptops. There are 14 students *(students 2, 3, 4, 6, 8, 9, 10, 11, 13, 14, 16, 17, 19, and 20)* that use mobile phones and 6 students *(students 1, 5, 7, 12, 15, and 18)* that use both mobile phones and laptops.

Since the pandemic appeared in Indonesia in March 2020, the students confirmed that they read digitally (through mobile phones and laptop). There are 19 students in total who read digitally. There is only one student (student 16) that sometimes reads both in print and online because she has a printer, so she prints the reading material if she wants to print it. These are some of the students' answer.

> *I read it through mobile phone (student 2)*
> *I read it digitally (student 3)*
> *I read it through laptop and mobile phone (student 7)*
> *I read it digital since the pandemic (student 10)*
> *I sometimes read it both in print and online. I read in print because I have a printer, so sometimes I print some reading material. (student 16)*
> *I read it online (student 20)*

The students express that they spend more reading online since the pandemic. They stated that it is because the school and the teacher put the lesson material in digital since the pandemic. The school developed a web that can be accessed by the students. This web is providing the lesson material from the teacher. These are some of their answers to question number 6.

> *yes, after the pandemic, because all of the material were put in digital (student 1)*
>
> *yes, because I read it in the school web portal (student 4)*
>
> *yes, because the teacher shares the book in the school web portal (student 5)*
>
> *yes, because I read the book from laptop and mobile phone (student 7)*
>
> *yes, because I access the school web portal through my mobile phone (student 11)*
>
> *yes, because the teacher put the books in school web portal (student 17)*
>
> *yes, because the teacher put the book digitally. (student 20)*

The participants read the reading material (descriptive text) from the e-book that the teacher or the school gave before. Some of the students also try to search for reading material on the internet.

> *I read the eBook from the school portal web (Student 12)*
>
> *The teacher sends web links of a reading material or sometimes he asks to read the material from e-book he gave before (Student 1)*
>
> *I read the eBooks from school (Student 19)*
>
> *I download the reading material from internet (Student 17)*
>
> *I download them from the internet (Student 11)*
>
> *The teacher gives the reading material through WhatsApp Group (Student 8)*
>
> *I read it from the e-book (Student 5)*
>
> *The teacher gives the reading material. He sends the reading material in WhatsApp group (Student 4)*

These answers conclude that the students were provided with digital reading material by the teacher and the school. The school also has developed a web portal where teachers can put the material or eBook there, so the students can read and study the material from the web portal. The students are also already familiar with the use of technology devices in the learning process.

There are six tables below that show students' answers from the first until sixth answer during the interview.

Table 1 Students' answers from the first interview question

Reading Material (Descriptive Text) Source	
Teacher	6 students
Internet	9 students
E-Book	5 students

The table above shows where the students get the reading material from. This table shows students' answer for the first interview question. It indicates that most of the students read the reading material digitally. They read the reading material in Internet and E-Book.

Table 2 Students' answers from the second interview question

How the teacher helps the students in finding the descriptive text	
Send the internet link	2 students
Share the reading material	6 students
Ask to read the E-Book	9 students
Ask to search on the internet	3 students

The table above indicates the way teacher helps the students in finding the reading material. It shows the participants answer for the second interview questions. The teacher asks the students to read the reading material from the eBook, read from the internet and search on the internet.

Table 3 Students' answers from the third interview question

How the student read the descriptive text	
Digital	19 students
Print	0 student
Digital and Print	1 student

This table shows students answer for the third interview question. It concludes that the most of the students read the descriptive text digitally.

Table 4 Students' answers from the fourth interview question

Did the students spend more or less time in reading descriptive text during the pandemic?	
Less amount of time	0 student
Same amount of time	0 student
More amount of time	20 students

This table above displays students' replies in answering the fourth interview question. It shows that the students spend more time in reading descriptive text digitally. It concludes that the students found difficulties in experiencing digital reading.

Table 5 Students' answers from the fifth interview question

Devices that the student use	
Mobile Phone	14 students
Laptop	0 student
Both Mobile Phone and Laptop	6 students

This table captures the devices that the students use in digital reading. It shows students answer from the fifth interview question. It showed that all of the participants in the interview read the reading material digitally.

Table 6 Students' answers from the sixth interview question

Did the students read the descriptive text more online during pandemic?	
Yes, because of the digital material	4 students
Yes, because the teacher shares in the WhatsApp Group	2 students
Yes, because the teacher shares in school Web Portal	8 students
Yes, because the students read in their digital devices	6 students

This table provides students answers from the sixth interview question. It shows that the students read more online than before because of some reasons. The students read them on their web portal, in their WhatsApp Group and from their digital devices. The students stated that they read the descriptive text digitally.

1. Students' perception in Digital Reading

In answering the first research question (Based on students' perception, what are their perceptions in reading descriptive text digitally?) The researcher gives interview questions to the students. The questions are number 7 (*Do you prefer to read using print or online? Why?*) and number 8 (*How do you feel about digital reading?*). The students answered with interesting answers. These are the results.

When the students are asked from question number 7 by the researcher, the students are more likely to fancy reading in print than online or digital. There is a total of 14 from 20 students that enjoy reading in print rather than digital. They stated that they "*be more focused*", "*not easily get distracted*", "*the notifications are disturbing*", and "*irritating eyes*". These are some answers from the students.

> *print, it feels more reading than read it online (student 4)*
> *Print, I used to write notes in the paper. I can't do it online. (student 10)*
> *print, I'm still not used to reading online and it hurts my eyes. (student 11)*
> *print, it is painful to read it online, especially if we read the text for a long time. (student 20)*

The rest of the 6 students (students 5, 6, 9, 15, 17, and 19) stated they like online more. They said it is more "*flexible*", "*doesn't need to bring a book*", and "*simple*". These are their answers.

> *online, it is easier and I can access the book anytime anywhere. (student 6)*
> *online, I think it is simpler to read it through a mobile phone. (student 15)*
> *online, I don't need to bring heavy thick book to school hahaha (student 19)*

It appears that the students prefer printed reading rather than digital reading (14 compared to 6). It is a big different number. These answers conclude that the students like reading printed material more than digital reading. Some students have already gotten used to digital reading since the pandemic, but the other students still have difficulties in adapting to digital reading. The students who prefer online reading rather than printed reading feel that online reading is simpler and easier. They don't need to bring books anymore when they have to go to school.

When the students were asked about their perception about digital reading in question number 8

(*How do you feel about digital reading?*), they expressed their feelings about digital reading.

There are a lot of students who see digital reading in a negative way. They stated their feelings. These are some expressions that were stated by the student.

> *I felt confused at first. I never try digital reading before (Student 1)*
>
> *I hate the distraction from social media when I read on my mobile phone. (student 2)*
>
> *At first, it was difficult. I hate to read digital but it is a must. (student 4)*
>
> *It is tiring at first (student 7)*
>
> *It is actually a new way of reading. I feel confused when reading online. (student 8)*
>
> *I think it is an innovative way of reading, but I don't really like it. (student 9)*
>
> *At first, I felt dizzy, but, after some time, I didn't feel dizzy anymore (student 11)*
>
> *I still feel uncomfortable and difficult. (student 14)*
>
> *I still feel uncomfortable reading through my mobile phone. (student 17)*

These are the perceptions from the students that have already experienced digital reading. Most of the students felt that digital reading is "*boring*", "*uneasy*", "*complicated*", and "*unpleasant*". Students feel bored because they just look at the reading text. Other students who feel complicated and uneasy because it is a modern and fresh kind of reading that they never experienced before, especially in school. There is also a student that felt "*blurred-vision*" at the first time experiencing digital reading. The student also felt "*eye strain*" when reading digitally for a long period of time. The student also felt it was difficult to read digital because reading digital depends on the electricity supplies and the device's battery. These were the students' negative perception in experiencing digital reading.

But there are also some students who felt "*hard*" for the first time, now, they feel it is "simpler" after they try to read digital. There is also a student that stated that digital reading is an "innovation" in reading. This box below shows some of the students' answers in the interview.

> *it is simple and easy (student 5)*
>
> *I feel it is more difficult at first, but now I feel it is flexible (student 6)*
>
> *Now, I feel it is more flexible, I just have to bring mobile phones to school now. (student 15)*
>
> *I feel that it is simpler, maybe because I have adapted to digital reading. (student 19)*

These students felt that it was "*easy*" and "*innovative*". The students felt it was easier because they don't need to bring books to school anymore. The students also felt that it is a great innovation in reading and technology. They can access or read the reading material anytime and anywhere.

There are two tables below that summarize students' answer from the seventh and eighth interview question.

Table 7 Students' answers from the seventh interview question

Print Reading or Digital Reading?	
Print Reading	15 students
Digital Reading	5 students

The table above illustrate students' answers from the seventh interview question. This indicates that more students prefer to printed reading than digital reading. 15 students prefer printed reading than digital reading (5 students).

Table 8 Students' answers from the eighth interview question

Students' feeling in Digital Reading?	
Confusing	4 students
Boring	1 student
Tiring	3 students
Difficult	7 students
Irritating	1 student
Easy	3 students
Innovative	1 student

This table above summarize students' feeling in digital reading. This table shows that many negative thoughts or feeling that the students express in the interview. There are five negative thoughts in the interview that the researcher concludes in the interview. The other two feelings were positive feelings expressed by the students.

2. Students' difficulties and their solution in digital reading.

To answer the second research question, the researcher asked the 9th and 10th questions simultaneously. Question number 9 is *Do you face any difficulties in the reading process?* and question number 10 is *How do you overcome your difficulties?* These two related questions asked the students about their difficulties and how they beat their difficulties. These are some of the answers from the students that indicate their focus difficulties.

The first problem that the students face is distraction from the application in their mobile phone. The students complained that the notifications bring a lot of distraction. The notifications came from social media and many other applications in students' mobile phones. They were likely to click or open the notification rather than continue the reading. There are 9 students (students number 1, 2, 5, 6, 8, 11, 13, 16, and 17) who stated that they get distracted by the notifications.

In accommodating these difficulties, students find some ways to read the reading material digitally. They try to be more focused than before. They try not to click or open the notification and resist the temptation of opening the other application. Some of the students use the technology that can contribute to help their focus. The technology is available in the mobile phone. Some of the examples are do not disturb mode or focus mode feature and airplane mode. The do not disturb mode or focus mode feature is muting all calls, alerts, and notifications when it is activated in the mobile phone. Airplane mode deactivates mobile phone's ability to connect to mobile data or WIFI networks or Bluetooth. You cannot receive calls and texts or access the internet and social media while activating this mode. These two features help students in ignoring the distraction from social media and other notifications.

The other issue that the students face besides the distraction from social media is that the students also get trouble with the eye strain and there is a student who feels tired when reading digitally for a long time. They cannot look at the screen (laptop or mobile phone) for a long time. This eye strain disturbs the activity in digital reading. This eye strain because of the screen brightness and blue light from the laptop or mobile phone. There are 3 students (student number 3, 7 and 20) that have this problem.

After sharing their difficulties in eye strain, the students told their tricks to cope with the difficulties. The students share their way on how they cope to the eye-strain. They usually take rest by looking at other things, not only staring at the devices. There is also a student who closes their eyes for several seconds. The students also drink some water that helps them recover their eye-strain.

The other difficulty that the students face in digital reading is that the battery drains faster than usual. When they do digital reading, it makes the students' devices run out of battery quickly enough. When the mobile devices run out of battery, it can't be used anymore, so the students cannot read the reading material and they have to charge their devices. When it happens, it becomes a challenge when they study at school because the school doesn't have many electric sockets, so they have to take turns in charging their devices. This thing becomes difficult especially for the students who rely on the electric socket, for example, student 12's laptop has to be connected to the electric socket to be turned on. There are 2 students (student number 12 and 18) that suffered from this problem.

The students also share their solutions for this charging problem. They said that they prepared their own charger and electric socket, so they do not need to borrow a friend or take turns in charging their devices.

Besides these focus difficulties, eye strain and charging problem, there are two students (student number 4 and 9) that tell the researcher about their problem in finding books or reading materials. They can't easily find reading material on the internet. It concludes that the students are sometimes asked by the teacher to find their own reading material from the internet. The books or reading material they usually find are not complete or blurry.

They share how they cope with the difficulties. These two students tried their best to find the reading material from the internet.

There is also a student (student number 14) who faces difficulties in her emotion (cognitive) about the feel of digital reading. This student still can't adapt to digital reading and feel like it is not reading.

This student has their own solution in adapting to digital reading. The student is still trying to adapt and get used to digital reading. This student said that because he heard from his friend (student number 15) who doesn't find difficulties anymore in the FGD.

The last problem that the student faces is difficulty in taking notes. There is one student (student number 10) who likes to give marks (underlining and highlighting words) and write notes on the margin paper, but this student cannot do it anymore in digital reading.

The solution to this problem is preparing their own notebook. This student has to prepare a notebook in order to write notes. This student feels it is difficult to give marks in a reading material in digital reading.

These are some difficulties that the students have in reading. The problems are social media distraction in mobile phones, eye strain because of the blue light from the screen, faster battery drains, uneasiness with searching for reading material and hard in adapting to digital reading.

Fortunately, not all students face difficulties in digital reading. They said that they already adapted with technology and digital reading activities. These students said that they only needed more time in trying this reading digitally. There are 2 students (student number 15 and 19) that have already adapted to digital reading.

These are two tables that review students' answers from the ninth and tenth in the interview.

Table 9 Students' answers from the ninth interview question

Students' difficulties in Digital Reading	
Distracted by notifications and focus difficulties	9 students
Eye-strain	3 students
Uneasy in finding reading material	2 students
Haven't get used to digital reading	1 student
Difficult in taking notes and highlighting	1 student
Low device battery life	2 students
No difficulty	2 students

The table above summarizes students' problems in facing digital reading. The table shows students problem and how many children are facing the same problem.

Table 10 Students' answers from the tenth interview question

Students' solutions for the difficulties in Digital Reading	
Putting the device in airplane or don't disturb mode	5 students
Forcing themselves to be more focus	3 students
Taking rest	3 students
Searching other reading material from the other source	1 student
Forcing to read the material they find on the internet	3 students
Taking and writing notes in the notebook	1 student
Bringing their own charger and electric socket	2 students
No solutions because no difficulty	2 students

The table above provides students' solutions in facing their own difficulties. These answers are for the last interview question. These solutions help them in reading digital text easier than before. The table also shows how many students answered same answer in answering the interview question.

Discussion

The students also confess unique statements. The students stated that they spend more time on their devices during the pandemic than before. They said they spend more time because they still operate their mobile phone during school time now. They also spend more time on the devices for school purposes, such as, doing the assignment, having online meetings, checking the school portal, and many more. Before the pandemic, the students didn't spend more time on the devices, especially in the school time. These answers support the earlier research that digital reading builds up the students' motivation in reading (Fırat Altay & Altay, 2017). The students spend more time reading the descriptive text digitally.

The expressions that stated by the students seems suited to some earlier research that concludes the students are not comfortable in using digital reading. In research by Tanner, it is reported that the reader will face a "dry eye" situation in digital reading (Tanner, 2014). This situation was the condition that the students face and say it "irritating" and "tiring" in this research. These findings also support the research by Sun and friends that the participants did not like to read digitally (Sun et al., 2021). The students also feel confused in digital especially in the scrolling activity that majority used in digital reading. This defend the research by Støle and friends that scrolling activity is confusing (Støle et al., 2020). Firat, in his article, also stated that the participants in the research were not enjoy with the use of digital reading (Fırat Altay & Altay, 2017). This statement has the same answer with this research, where almost all of the participants did not fancy the digital reading. The student felt that digital reading is innovative since they can read anywhere and anytime. It

is supported the research by Ambra about the flexibility of digital reading (Ambra et al., 2019). These perceptions also can be found in other research by Kayaoğlu that discussed the English teachers' perception in digital reading (Kayaoğlu & Dağ Akbaş, 2014).

The distraction difficulties, eye-strain, acquiring reading material difficulties, reading habit difficulty and electrical problem are the same problem that the students in Singapore face reported in Sun's Research (Sun et al., 2021). It seemed that students in Indonesia might face the same difficulties as Singaporean Students. Some of these difficulties has already stated in Tanner's research as optical, cognition and metacognition issues (Tanner, 2014). Optical issues refer to the eye-strain problem. Cognition issues refer to the printed reading feeling and habit (holding, turning the pages, having printed books) that could not be found in digital reading. Metacognition issues refer to the taking marginal notes and highlighting the important parts of the text that cannot be comfortably done in digital reading. It seems that these difficulties are popular difficulties that can be easily find in the use of digital reading.

CONCLUSION

The COVID-19 Pandemic has changed all aspects in human's daily life. It also changes our educational life. Indonesian students also feel the changes. They have to be adapted in the use of technology in the teaching and learning process in school. Some of the students are already familiar with the technology but they are not ready to face the technology for educational purposes, such as digital reading. They will have to be adapted to digital reading, which they never knew and experienced before.

Based on the students' perceptions in digital reading, they prefer to read in print rather than the digital one. The printed reading feels like more reading than the digital reading for them. This statement supports the research by Tanner in 2014 that the printed reading material is matched with the student optical, cognitive, and metacognitive needed by the students. The students are already accustomed to print reading or paper reading. They shared uncooperative perceptions in digital reading. They felt troubled and uncomfortable in the use of digital reading.

Based on the students' experience, the students still need time to adapt to the use of digital reading for educational purposes. They still face some trouble in digital reading. The biggest difficulty that the students face is attention problems. Even though only a small proportion of students have already faced unpleasant

feelings in digital reading, there are still many of them who still have to struggle in facing this inconvenient problem in digital reading. The students who expressed that they have already adapted to digital reading reveal they only need time to be familiar with digital reading.

The other difficulties are eye soreness, low battery devices, reading material problems, cognitive and metacognitive difficulty in digital reading. Some of these difficulties are found in Sun, Loh and Nie's research in 2021 (Sun et al., 2021). This article is also provided with the solution from the students who face these difficulties. These solutions or tricks are expected to help the other students who face the same difficulties and get better in digital reading.

Suggestion

As the technology is still developing these days, the research on digital reading still needs to be discussed more. There are many aspects in digital reading that has to be explored more, especially in Indonesia. The digital reading strategies, the digital reading benefit, and the digital reading practices after the pandemic end are some of the topics that can be considered in future research.

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