# **CHAPTER I INTRODUCTION**

## **Background of the Study**

As the popularity of the internet grows, so does online learning. As mentioned by Jones (2016), online courses are mostly used by the education field and becoming a common thing in modern’s day. The availability of the internet and technologies have enabled it as a vital part of conducting online classroom (Luyt, 2013). Numerous schools or higher education in Indonesia use online learning as their virtual classroom in any kind of subject matter in their classroom. They use LMS (Learning Management System) as their main virtual classroom. For instance, it can be Google Classroom and Moodle, (Khoury et al., 2011).

One instance of the application of online learning is in the online reading classroom. In the online reading classroom, it is different from offline reading learning. It engages the internet and technology to read, comprehend, and learn new information (Leu, Zawilinski, et al., 2005). The new online reading required the internet have been referred to as “new literacies” (Leu, Castek, et al., 2005). In online reading learning, students are required to comprehend the text without a live discussion between classmates or lecturers. They are given a text (non-printed) and required to understand the content of the text. Besides, they have to answer several questions, given the lecturer in a zoom meeting, related to the text. After that, students also are given some assignments related to the text. In order of that, students require new skills and strategies that go beyond in online reading learning.

However, these new skills (doing some multitasking while learning, comprehending the text without live discussion, utilize technologies) and strategies show some obstacles in the process of learning in students during online reading learning. Online reading is the most perceived many barriers faced by the learners than the other skills (Uri & Coiro, 2014; Leu, Zawilinski,

et al., 2005). The new complexities are found in comprehending the text in online reading learning (Coiro & Schmar-Dobler, 2005). Then, many students continue to struggle with their reading in this online classroom (Castek et al., 2011).

The preliminary research conducted in one of the high schools in Indonesia obtains the problem. From the observation for 40 minutes in an English reading classroom through Zoom platform and Google Classroom, it was found that the students struggle to adjust themselves in reading online. They did multi-tasking activities during the online classroom. For example, students required a long time just to determine the topic sentence of the text, because they need to translate it while reading it on the online screen. So, they needed to close one window to open another.

Consequently, students are not well-engaged in their learning process. It is also supported by Doyumğaç et al.( 2021), that online reading learning generates students lack of opportunities in accessing the technology to comprehend the text. Hence, the barrier of online reading learning should be discovered besides its easiness. Because, we cannot overlook that there will be some barriers to online reading learning. It will hamper the effectiveness of online reading learning when we don’t aware of the barriers themselves. As supported by Abramenka (2015), it is a need to define the real difficulties that exist in students when taking online courses to provide successful online reading learning.

Due to those reasons, this study aimed to describe the possibilities of other descriptions that contribute to the barrier of this matter. It can provide any learning method that suit with this online reading learning (Alhunaiyyan et al., 2016). Discovering the barrier in online reading learning will prevent some obstacles in the learning process by the students. As stated by Muilenburg & Berge (2014) understanding students’ barriers when attempting online reading learning would recognize certain challenges in their online reading learning process. This assumption provides another motive to conduct this study in attempt to figure out the other descriptions of online reading learning barriers to establish an effective online reading learning.

Numerous literature discussed the barriers in this matter. It showed from the first literature that perceived some barriers in online reading learning (Becker et al., 2013). It revealed that online reading learning sometimes presents barriers in their learning process. This quantitative research revealed that there are three key barriers of barriers to e-learning: the nature of e-learning as a learning approach, the use of technology, and the concern about technical support.

The next study was conducted by (Zirkle, 1992) that discussed the barriers of distance learning to adult learners in reading. The results of his study found that student barriers include costs and motivators, feedback and teacher contact, student support and services, and a lack of experience. The second research was studied by Octaberlina and Muslimin, 2020. They discovered that students experienced three barriers during online learning including unfamiliarity of e-learning, slow internet connection, and physical condition.

The third study was conducted by Muilenburg and Berge, 2014s. They found 8 barriers that comprise student barriers to online learning. significantly affected student ratings of these barrier barriers included: gender, age, ethnicity, type of learning institution, self-rating of online learning skills, the effectiveness of learning online, online learning enjoyment, prejudicial treatment in traditional classes, and the number of online courses completed.

The fourth was conducted by Uri and Coiro, 2014. They found that the biggest challenges for today’s learners in the online reading classroom include 4 aspects; locating information, generating questions, using search engines and navigating web pages, and synthesizing information from multiple sources.

Based on several studies, the previous studies were investigated the same matter but with different participants and different subject area. According to researcher best knowledge, in those studies only focuses in the general skill. Therefore, this study has attempted to fill the gap by discovering the barrier that possibly existed in the online reading learning process from learners’ perspectives in college students. The complexity of the reading in college students also became a consideration to select this study. Moreover, students’ maturity at the college level is also deliberated in this study. This study is expected to provide some new perspectives that will help in understanding the descriptions of the barriers in online reading learning.

## **Research Question**

According to the problematical background that explained, the writer formulates the questions of research “What barriers do college students face in online reading learning?”.

## **Research Objective**

The study is mainly aimed at discovering the descriptions of the barriers of online reading learning faced by college students.

## **Scope of the Study**

The main focus of this study is the barrier in reading online learning from students’ perspectives at the level of the college. This study focuses on the descriptions that comes as the barriers in the online reading classrooms especially in interpretive reading.

## **Significance of the Study**

This study have significances both theoretical and practice.

1. **Theoretical**

Theoretically, this study enhances the knowledge about the barriers faced by students that can be used as references for the teacher and students in conducting online reading learning. The other is, it can be as the reference too for the other researcher to investigate college students’ barriers in conducting online reading learning.

1. **Practical**

Practically, this study provides a description about the barriers of reading learning for students and teachers in analyzing the barriers faced by college students in conducting online learning to maintain the effectiveness of the learning process. Both teachers and students can utilize the results of this study to prevent the barrier that come over in conducting online learning.

## **The Definitions of Terms**

To clarify the terms of this study, the researcher explains some terms bellows:

**a. Online Learning**

Online learning is a kind of educational instruction in which the tools for the instructions are mostly electronic (internet). Supported by Leu et al. online learning is mediated by students’ ability to read and communicate in online environments that require new skills and strategies to communicate with some technologies (Leu, Zawilinski, et al., 2005). In this matter, asynchronous and synchronous online learning is the type of learning that commonly used in this study.

Asynchronous online learning in this study is the type of learning that provides the students to learn in form of the material given by the lecturer in anytime their want to learn. While synchronous online learning in this study, relates some devices that enables student to learn at the the the lecturer lectures.

**b. Reading Comprehension**

Reading comprehension is a process of getting information and understanding the context of what we have been read. It is also explained by Bojovic, that reading comprehension is a process obtaining the meaning and understanding the text (Bojovic, 2010, p. 1).