AN ANALYSIS DIGITAL READING CHALLENGES AND STRATEGIES AT THE STATE JUNIOR HIGH SCHOOL SMPN 3 PATTALLASSANG

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Article Info	Abstract
	The purpose of this study is to determine what challenges students face when reading digitally and what strategies students use when reading digitally in eighth grade one at SMPN 3 Pattallassang. This was a qualitative descriptive research method. Data for the study was gathered through direct observation and questionnaires administered in schools. The participants in this study were eighth-grade students at SMPN 3 Pattallassang. A questionnaire was used to collect samples. Based on the research, it was found that the challenges and strategies of students in answering the questionnaire were underlining reading that was not understood, lack of words, inadequate quality of internet access, poor learning environment, use of smartphones from both parents, finding out the description of the material to be read, becoming an active thinker, namely finding the intent or composition, trying to write important words or sentences in the reading, writing a summary of what was read, reading first after reading the reading material. digital and five strategies that students lack exemplary in digital reading.

INTRODUCTION

In general, reading is an activity that gives meaning to a set of letters, words, and sentences. That is the initial understanding of the daily activities known as reading. According to as quoted in Hittleman's book, Reading in a Changing World, published in 1978. Reading, he explained, is a verbal process that is linked to thinking as well as all other communication skills such as listening, speaking, and writing. Reading, in particular, is the process of reconstructing the author's ideas and information from the printed patterns on the page. The use of digital reading applications leads to digital reading behavior, according to Larson in Dizon (2014), digital reading is an activity to read text in digital format using a digital device. According to Lemish, (2015) new media and reading as the internet, online technologies and mobile devices became widespread in the past 25 years, research geared specifically at exploring the domestication and home ecologies of new media turned out to be of paramount importance. We know the process of re-understanding the suggestions or ideas contained in a written text, and the information initiated by author, based on the definition above.

Usually do it without gadgets or electronic devices. Meanwhile, fundamental changes take place as soon as all aspects of life experience the process of internet era, we are required to live in two worlds, namely the real world and the virtual world. This fact shows that there are new developments in the meaning of reading activities. In this second development, reading is done using a device called cellphone and other electronics and must always be connected to the internet as the main requirement. Without the internet, it is impossible for us to connect with the digital world. Likewise, reading material or materials, or objects from reading activities also migrate to the digital world.

Change, from my experience, I have observed in a village which has one secondary school, namely SMPN 3 Pattallassang which is very narrow with the first language being Indonesian, especially English because students there are more prominent in using their mother tongue so they only use Indonesian. still stuttering let alone using English I once tried for them to read in English with the fact that they only read straight without proper pronauntation so I said that it was one of their challenges to read digitally, many more challenges they experienced such as networking especially in the village it is very difficult in the network there only the Telkomsel network is certain and also the xl network in certain areas too, the limited quota they have is also very difficult and I who use the xl network can only buy quota if I am in the city, and too student there also mostly use the cellphones of both parents so that they are also limited to using the internet. Maybe those are the challenges that I got at SMPN 3 Pattallassang.

LITERATURE REVIEW

Pardede, number one (2019) Printed texts have long been the primary means of teaching children to read and learning to read. However, because of the pervasiveness of technology, digital text has emerged, and the rapid influx of digital text necessitates new comprehension skills and strategies. This article examines and synthesizes current theories and research findings on digital reading in an EFL context in order to provide a more solid theoretical foundation for the use of digital texts in reading comprehension programs. The nature of conventional or print reading versus digital reading, as well as the characteristics of printed texts versus digital texts, are discussed in this article. The discussion then moves on to the findings of relevant studies on the impact of digital reading on comprehension, students' and instructors' perceptions of digital text, and digital text reading strategies.

Fatimatul Laeli, Anita (2020) Teaching and learning English have been impacted by technological advancements in the twenty-first century. Reading activities and competencies are one of the effects of technological development; reading has gone through a transition from printed to digital text. The transition from printed to digital text necessitates new literacies, such as locating and synthesizing online data. The goal of this case study was to look into teachers' perceptions, and it included senior high schools from all over East Java. To assess ELT teachers' attitudes, knowledge, and practices in reading digital text, an open-ended questionnaire was distributed. According to the findings, all teachers are enthusiastic about the practice of reading digital text. Most teachers, on the other hand, have

misconceptions about what they know and how to put it into practice. Surprisingly, none of the teachers in this study claimed to have ever attended a workshop on reading digital text activities for English class. Hopefully, the findings of this study will help ELT curricula respond to the need for new literacy in (online) reading and teacher professional development to improve teachers' digital text reading competencies. To help students achieve reading competence in today's digital-based information era, teachers must recognize new literacy in online reading (especially reading digital text) as facilitators in classroom learning activities.

Coiro (three) (2014) When looking for information on the internet, today's learners face a number of challenges and opportunities, as detailed in this paper. After defining online reading comprehension from a new literacies perspective and demonstrating how it differs from offline reading comprehension, discuss four of today's most pressing challenges. These include: 1) learning and mastering the new literacy skills and practices required for online research; 2) cultivating a unique brand of digital wisdom that focuses on learning how to learn with the internet; 3) assuming new roles in a digital culture that expects learners to actively participate and contribute new knowledge as members of their community; and 4) cultivating positive attitudes toward using the internet. The paper's second section provides examples of how skilled online readers can use the steps of online inquiry to think more deeply about topics that interest them, develop a personal voice as they share ideas with others, and collaborate to create meaning and new digital products that allow them to make a difference in their world, or matter. You can learn more about the research and resources presented in this presentation.

METHODS

This research method was a qualitative descriptive method. Research data were collected through direct observation and questionnaires in schools as a data collection tool. The researcher used qualitative as the method for this research. According to Sugiono (2005), qualitative research was more suitable for this type of research that understands social phenomena from the participant's perspective. In simple terms, it can also be interpreted as research that was more suitable for researching the object of research.

Instrument

This research, the researcher distributed as the main instrument. To collect the data, the first was to observe activities on a process or object by feeling and knowing the knowledge of a phenomenon based on previously known knowledge and ideas, to obtain the information needed for a study. both data collection questionnaires through a form containing questions or statements submitted in writing to the students of SMPN 3 Pattallassang.

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Data Analysis

In analyzing the data, the researcher used a survey method where the researcher interacted directly with the research subject or test subject. By using a questionnaire technique that must be filled in by the subject.

The researcher collected all the information obtained as follows:

a. The first researcher collected all data or information that can be obtained after researching students.

b. The second researcher examines the results of his research by comparing the two information obtained through observation and questionnaires.

c. The third researcher concludes the information that has been obtained in this study.

RESULT AND DISCUSSION

Researchers conducted research at SMPN 3 Pattallassang in eight grate students in the 2021/2022 academic year. The population in this study were eight grade students used a questionnaire. The research findings are based on the results of the questionnaire. Eight grade student's digital reading challenges and strategies in answering the questionnaire. Based on the results of student questionnaires, the researcher found several challenges and strategies for digital reading as follows:

NO	Questionnaire	Strongly Agree	Agree	Do Not Agree	Strongly Disagree
1	When I read English textbooks, I underline what I don't understand (*Ketika saya membaca buku pelajaran bahasa Inggris, saya menggaris bawahi apa yang tidak saya mengerti*)	14	10	5	1
2	Lack of vocabulary that makes me not understand the meaning in reading (*Kurangnya kosa kata yang membuat saya tidak memahami makna dalam bacaan*)	17	11	2	0
3	I don't have adequate quality internet access (*saya tidak memiliki kualitas akses internet yang memadai*)	16	6	5	3
4	I don't have a good study environment (*saya tidak memiliki lingkungan belajar yang baik*)	11	8	6	5
5	I usually use my parents' smartphones for learning activities (*biasanya saya menggunakan smartphone kedua orang tua saya untuk kegiatan belajar*)	10	9	7	4
6	when I start reading I use the first step which is an overview of the material I read (*ketika saya mulai membaca saya menggunakan lankah pertama yaitu gambaran tentang materi yang saya baca*)	19	8	3	0

7	The second step I take to become an active thinker is to try to find the author's purpose or composition (*langkah kedua yang saya lakuakan menjadi pemikir yang aktif yaitu mencoba menemukan tujuan atau komposisi penulis*)	23	5	2	0
8.	The third step When I'm reading I circle the words or sentences that are important in the reading (*Langkah ketiga Ketika sedang membaca saya melingkari kata atau kalimat yang penting dalam bacaan*)	12	12	6	0
9.	Fourth step After reading I write a summary of what I read (*Langkah keempat Setelah membaca saya menulis ringkasan dari apa yang saya baca*)	13	13	3	1
10.	Last step When finished reading I write my first impression when I read the material (*Langkah terakhir Ketika selesai membaca saya menulis kesan pertama saya ketika saya membaca materi tersebut*)	18	6	3	3

Based on the table above it was stated that.

1. On the first questionnaire, 14 students responded "strongly agree," 10 students responded "agree," 5 students responded "disagree," and 1 student responded "strongly disagree."

2. In response to the second questionnaire, 17 students strongly agreed, 11 students agreed, students disagreed, and 0 students strongly disagreed.

3. On the third questionnaire, 16 students stated that they strongly agree, 6 students stated that they agree, 5 students stated that they disagree, and 3 students stated that they strongly disagree.

4. On the fourth questionnaire, 11 students stated that they strongly agree, 8 students stated that they agree, 6 students stated that they disagree, and 5 students stated that they strongly disagree.

5. On the fifth questionnaire, ten students said they strongly agree, nine students said they agree, seven students said they disagree, and four students said they strongly disagree.

6. On the sixth questionnaire, 19 students said they strongly agreed, 8 students said they agreed, 3 students said they disagreed, and 0 students said they strongly disagreed. 6. On the sixth questionnaire, 19 students stated that they strongly agreed, 8 students stated that they agreed, 3 students stated that they disagreed, and 0 students stated that they strongly disagreed. ts stated emphatically that they do not agree.

7. On the seventh questionnaire, 23 students stated that they strongly agreed, 6 students stated that they agreed, 2 students stated that they disagreed, and 0 students stated that they strongly disagreed.

8. On the eighth questionnaire, 12 students responded strongly agree, 12 students responded agree, 6 students responded disagree, and 0 students responded strongly disagree.

9. On the ninth questionnaire, 13 students responded strongly agree, 13 students responded agree, 3 students responded disagree, and 1 student responded strongly disagree.

10. From the tenth questionnaire, 18 students strongly agreed, 6 students strongly agreed, 3 students strongly disagreed, and 3 students strongly disagreed.

Based on quotations from number one to five the researcher found that most of the students chose strongly agree with the statement about the challenges of digital reading. While quotes from numbers six to ten, most of the students also chose to strongly agree with the statement about digital reading strategies.

DICUSSION

The researcher collects data to classify the conclusions from the questionnaire answers during the discussion of the research based on the questionnaire that has been given. This study discovered several challenges for SMPN 3 Pattallassang students in digital reading, as well as several strategies for SMPN 3 Pattallassang classmates in digital reading.

Based on the results of a questionnaire given to students which the researcher has done with several research statements to find out the challenges and strategies of eighth graders in digital reading, the researchers found that there are five challenges that are often faced by students. that was, students do not underline reading that they do not understand, lack of vocabulary that students have, students do not have quality internet access, the learning environment was not good, some students use smartphones from both parents. and five strategies put forward by students, namely finding out the description of the material to be read, being an active thinker, namely trying to find the author's purpose or composition, circling important words or sentences in the reading, writing a summary of what I read, writing my first impressions when I read it. I read the material.

The five challenges and five strategies above, the explanation was as follows: The first was not to underline readings that are not understood, most eighth grade students do not underline readings that they do not understand so that students cannot understand the contents of the reading even though they have tried to read and students do not realize that typing in English reading will change all meanings. in the reading. The result was supported by pardede, (2019) stating that using hyperlinks in digital text makes it more both their minds and their bodies on the screen and the effect of digital reading on reading comprehention.

The second was the lack of vocabulary, the results of the questionnaire show that most of the eighth grade students lack vocabulary so that students' knowledge of sentences or

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readings in English was low. As we know that vocabulary is one of the most important thinks for English learners, we must have a lot of knowledge about vocabulary to master English for example in reading skills. According to Alqahtani (2013) ang Gu (2010), vocabulary was seen as an important tool for second language development. But in fact from the statement the student stated that they could not read because they used a high vocabulary and they often did not understand what the meaning of the text or the passages that used words were foreign to them. This result is also supported by Antoni (2014) he stated that the difficulties experienced by students in interpreting texts, limited vocabulary, and time constraints.

The third was that they do not have adequate quality internet access, most of the eighth grade students in their environment lack internet quality so that they tend not to read. The findings are similar to previous research conducted by Long (2016) that someone who uses digital reading applications as a reading medium has a positive increase in their motivation to read. This innovative education in reading, as well as the widespread the use media including such computer systems, cellphones, and or the computer in modern society, has had a significant impact on how English is learned and taught. The most important system to be brought by technology today is the internet, which encourages adequate writing, reading and communication competencies.

The Fourth was the learning environment that was not good, most of the environment owned by the eighth graders was not good due to the inaccessibility of the network. The researchers discovered that the majority of the students' environments were inadequate based on their observations. Because of the lack of internet facilities and the limited signal used in every student environment, students are unable to concentrate well when reading.

The fifth was using smartphones from both parents, most of the eighth grade students have difficulty reading because of the limited media used. This conclusion is backed up by Leu (2020), who claims that the Internet has allowed readers to access text in a new place called digital text. Having read digital texts as a new literacy involves using online media such as communication tools, internet networks, and so on to read digital texts.

The sixth was finding out the description of the material to be read, most of the eighth grade students finding out the description of the material that be read students have done the initial stage which make students have no difficulty in reading. according to Semry & Mahendra in (2019) reading strategies are an important part of language learning strategies. The reading strategy aims to examine the text, check the meaning of the text, and arrange words.

The Seventh was to be an active thinker that was trying to find the purpose or composition of the author, most of the eighth grade has done to become an active thinker to find purpose in reading. According to Janze (2003) He believes that a top-down strategy is more comprehensive than a bottom-up strategy. For example, linking what readers have read with their background knowledge is called a top down strategy.

The eighth was to circle the word or sentence that was important in the reading, most of the eighth graders have done the stage where when reading marks the sentence that was

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important in the reading. The findings was similiar with the previous research conducted by Idayani, (2019) said that the strategy is to decide on the information presented in the data from the text, for example understanding the text by analyzing the words and sentences in the text itself or by finding foreign words in the dictionary. In this explanation we can conclude that the reading strategy is knowing how to find words in the text, understanding the reading in the text where the reader can find the information contained in the text.

The ninth was writing a summary of what they read, most of the eighth grade students have done when reading students summarize what they have read. This result also supported by Shoerey & Mokhtari (2019) that what is meant by reading strategy is the ability of knowledge to unify the reading process. The last was to write the first impression after reading the reading material, most of the eighth grade students do it after.

CONCLUSION

The study's findings led to the creation of the researcher will conclude by showing the results of the questionnaire to students who answered the challenges and strategies faced by students when reading digitally because they did not underline reading that they did not understand, lack of vocabulary, lack of adequate quality internet access, environmental poor learning, using both parents' smartphones, finding out the description of the material to be read, being an active thinker, namely trying to find the author's purpose or composition, circling important words or sentences in the reading, writing a summary of what was read, writing impressions first after reading the reading material.

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