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THE CORRELATION BETWEEN PERCEPTIONS ON THE USE OF ONLINE DIGITAL INTERACTIVE MEDIA AND READING COMPREHENSION ABILITY



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ABSTRACT

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The use of online interactive media in English teaching and learning has been significantly increasing since past few years. The media got more popular after distant or online learning was encouraged during the COVID-19 pandemic. The emergence of digital learning management systems such as Edmodo, Google Classroom, and Moddle further intensified the implementation of not only education-based platforms such as British Council and Quizziz, but also popularized non-education media such as YouTube, Instagram, and Twitter which were intentionally designed for entertainment. This research is designed to foster students' perceptions on the use of online digital interactive media and correlate the perceptions with their reading comprehension ability. A total of 41 students from different middle and high schools, who lived in various orphanages, participated in this research. Close-ended Likert-scale questionnaire was distributed to obtain the data of students' perceptions while reading comprehension test was adapted from British Council and implemented to see the correlation between the students' perception and their reading comprehension ability. The finding shows that more than 75% of the students believed that online digital interactive media were very crucial and helpful in language learning process. Moreover, the mean score of the reading comprehension test indicated positive correlation between students' perceptions and their reading comprehension ability. This study implies foster students' perceptions in the use of online interactive media highly correlate with their reading comprehension performance.

Contribution/ Originality: This study is one of very few studies which have investigated positive correlations between foster students' perceptions toward internet based-media and their EFL reading comprehension performance despite the limited access of the foster students to internet-based media.

1. INTRODUCTION

Implementation of online digital interactive media in English teaching and learning situation has been highly encouraged these days. The advanced development of technology and also the inevitable pandemic situation after COVID-19 breakout in 2020 have forced many educators, and also students to have distant learning where they needed to optimize Internet with its unlimited features. From online learning management system such as Google Classroom, Edmodo, and Moddle, to entertainment-based platforms such as YouTube, Instagram, and Twitter, were actively used by many teachers to conduct classes, to gather materials, and also to assign some tasks to the

students. Internet and its interactive digital media were transformed into unlimited sources of learning especially in the last couple of years.

The shifting of social media, entertainment-based websites, and also video sharing platforms into sources of educative materials, especially in English language teaching and learning situation, created a new trend where not only the teachers, but also the students actively explored the internet for language learning materials from varied platforms such as YouTube, Instagram, Twitter, and even Webtoon sites.

Considering the trend of using non-academic platforms in academic situations, especially in ELT context among middle school and high school students, this research aimed to investigate the correlation between students' perceptions regarding the use of online digital media and their English reading comprehension ability. The urgency of this research is to identify the connection among affective aspects such as foster students' motivation and behavior in the use of online digital interactive media in the setting of orphanages. This has been one of the most essential elements of English language teaching and learning, especially for reading comprehension. Thus, this research intended to answer the following questions:

1. What are foster students' perception regarding the use of online digital interactive media in English language learning?
2. How do the perceptions correlate with reading comprehension ability of foster students in varied orphanages?

It was expected that results of this research would answers both questions by providing different perceptions and test results to prove the correlation between perceptions and reading comprehension ability. This study is limited to examining the perception of only middle and high school students who lived in orphanages within the city of Bandar Lampung, Indonesia.

2. LITERATURE REVIEW

Studies on teaching media and internet-based platforms to support ELT have been intensely conducted during the last few years. Therefore, this research referred to several previous studies on the field of teaching media in ELT to support its findings.

2.1. Strengths and Weaknesses of Online Media

It cannot be denied that internet has brought both positive and negative impacts. Thus, several studies have proven the benefits and also the drawbacks of internet usage in EFL classroom.

Aydin (2007) analyzed the attitudes of EFL learners towards the use of internet-based media in English language teaching and learning situation. It was found that the students had positive attitude to the application of online platform as learning media. Further, he explained that despite the potentially negative impact of internet-based media such as distraction caused by online advertisement, unnecessary comments in some internet posts and notification from social media also dependency to overuse internet-based media, the media has successfully helped EFL learners to be motivated and has allowed them to get unlimited access to authentic learning materials as they get plenty of varied contents to learn from.

Atmojo and Nugroho (2020) investigated the use of online interactive media by involving EFL teachers. It was found that several problems occurred during the application of online media in EFL teaching and learning. Most of the problems were caused by lack of preparation and uneven distribution of facilities that were supposed to support the implementation of online media in EFL learning situation. This finding from Atmojo and Nugroho (2020) indicated that applying online media requires proper preparation to avoid several issues, either technical, or non-technical one.

Rao (2019) found that using social media in EFL classroom may intensify interactions among students which finally affect their language production and participation during the lesson. Rao's study showed positive impacts caused by the implementation of non-academic online platforms in EFL classroom.

Zarei and Amani (2018) in their experimental study, found that the use of online media in EFL classroom significantly improved students' learning achievement and also their vocabulary production. This finding proves that online media helps not only to promote interactions among students, but also elevate their performance in producing language as well as achieving better results in EFL learning.

2.2. Perceptions on Internet-based Media

Regarding the positive and negative impacts, several points of view about internet and everything within it have developed in the recent years. Given below are some previous studies in the field of online media usage and perceptions regarding the application of internet in EFL teaching and learning.

Kobayashi (2017) identified students' preferences in using internet-based media were highly related to their independence in accessing the internet. He found that the use of instant messenger such, social media, and other internet-based platforms among students was highly influenced by students' familiarity of the media, which would affect their independence in accessing and utilizing the online media.

Aydin (2007) proved that the students responded positively to the use of online media in EFL classroom. It was identified that most responses from the students showed their eagerness in utilizing internet-based platforms as learning media and sources of learning materials.

Muhammad, Muslem, and Sari (2017) conducted a very specific survey on students' perception regarding the way their EFL teachers deliver reading comprehension materials. It was found that the students could understand better and enjoy the explanation if the teacher used more interactive media such as video. This finding is another proof that non-education platform such as YouTube can be a very essential media in delivering materials.

Smart and Cappel (2006) compared the use of internet-based digital module in two different classes: the mandatory one and the optional one. The perception that they obtained indicated more positive responses coming from the optional class where more selective materials were used rather than the mandatory class where all available materials within the module were applied. Smart and Cappel's study recommended that the internet-based EFL media should be filtered and carefully chosen based on the students' need and preference. If every possible material is used without considering the needs of the students, it would overwhelm them with tasks instead of giving them a pleasant learning experience.

Ahmad and Khoo (2019) revealed that the integration of conventional materials such as text-book or offline media and internet based interactive platforms helped students to experience better learning, resulting in better achievement.

All the studies above were conducted in school situations where participants came from normal family backgrounds. However, this research involved foster children who attended middle and high schools under the supervision of orphanages in Bandar Lampung. The analysis of foster children, the subject of this study, would yield different results.

2.3. Students in Orphanages

Alvi, Nausheen, Kanwal, and Anwar (2017) investigated different aspects that influenced learning experiences of foster students in some orphanages. They conducted their investigation by observing and interviewing foster students. Three major factors were found influencing the learning experience: teacher, language, and the learning environment. Additionally, learning objectives of foster students were highly influenced by some variables such as their not having a family, wealth, and proper facilities. A study of Alvi et al. (2017) has proven the importance of

such external factors which included the role of internet and online media in the development of EFL ability of foster students in orphanages.

Tefera and Refu (2019) identified several challenges faced by two different groups of students: the first group that grew in orphanages and the second group that were raised by parents at home. It was found that the first group that grew in orphanages struggled more in order to adapt with limited facilities and lack of affection from their guardians.

Both studies indicate that foster students living in orphanages face more problems in dealing with internet and different types of online media. By referring to varied previous studies, this research aimed to understand and enrich the field of perception for the teaching media in EFL learning, especially by foster students.

3. METHODOLOGY

This research is a correlational-based quantitative study. The ex post facto method was used to correlate perception of middle school and high school students in different orphanages towards online digital media and reading comprehension ability. Kothari (2004) stated that in ex post facto research, researchers have no control over the participants and could only observe and test without any intervention. Therefore, no treatment could be made in this research. The focus of this research was only investigating the perception of foster students towards the use of online digital media and finding out the correlation between their perception and reading comprehension ability.

3.1. Participants of Research

This research involved 41 middle and high school students who were raised in some orphanages in Bandar Lampung, Indonesia. Samples were chosen by stratified sampling method, considering different variations of population among varied orphanages which were highly heterogeneous in terms of age, language proficiency, and educational background.

3.2. Research Instrument

This research was a correlational study that involved a survey and a test to obtain data. The survey used a 4-point Likert-scale (strongly disagree to strongly agree) based questionnaire to measure students' perception; while the test was a reading comprehension test to see students' performance in reading comprehension. The researchers decided to avoid neutral statement by the participants in responding to the questionnaire items, thus, 4 points scaling were chosen to be applied. Prior to administering both instruments, the reliability and validity check were conducted. The Likert-scale questionnaire was tested to see the reliability using Cronbach Alpha analysis. The reading test materials were adapted from British Council Online Learning. Several short passages were taken from British Council website and reading comprehension questions with multiple choices were created by the researchers. The Reading comprehension test was reviewed by three English teachers as raters. Hence, both the test materials were adapted from reputable sources and the test items were cross-checked by raters. The reading test, in fact, went several phases of checking and validation before the test items were finalized. The results from both instruments were analyzed to see the correlation between students' perception and their reading ability.

3.3. Steps of Data Collection and Data Analysis

The initial step of this research was visiting and observing the orphanages around Bandar Lampung to identify the population of each orphanage. The objective was to collect data about the number of students in each orphanage, the background of students, and the schools they attended. The observation was not intended to get anything related to students' perceptions. After observing and getting some prior findings on students' backgrounds, origins, and schools, a questionnaire was designed to later be tested and used as the survey

instrument to investigate different perception of orphan students. The questionnaire items were Likert-scale based which focused on measuring students' perception and also habitual actions related to the use of internet-based media in EFL learning. Some items of the questionnaire were designed to have reversed scoring in which 'strongly disagree' generated high score while 'strongly agree' generated lower score. The questionnaire was first tested with non-orphanage normal students of different high schools. This tested questionnaire was later distributed to the foster students in the orphanages. The data collection process was assisted by senior students of English Education Study Program who were voluntarily teaching in the designated orphanages.

The next phase after obtaining data from the questionnaire was conducting the reading comprehension test. The test was adapted from British Council Online English (level B2), equivalent to intermediate level of English proficiency. The test was conducted online to see students' reading comprehension achievement and correlate the results with their perceptions towards the use of online digital media. After the students had completed the test, their answers were checked and scores were given.

The obtained data from both questionnaire and the reading test were processed and analyzed with the following steps:

1. Responses of the questionnaire from each student were classified into positive and negative responses, considering students with positive responses having positive perception and those with negative responses having negative perception. The items with reversed scoring system were processed with different formula using SPSS.
2. The Reading test results were also scored. These results were analyzed by manually finding out whether the students with positive perceptions performed well, and the ones with negative responses performed badly or vice versa. This process was essential to identify correlation between perception and the reading comprehension skills of each student.

4. RESULTS AND DISCUSSION

4.1. Questionnaire Responses

The data obtained from the questionnaire on foster students' perception toward the use of online digital interactive media were classified into two categories: the perception and the habitual actions. Eight out of 17 items (item 1-8) were classified as perceptions based items that were responded with the scale of 'strongly disagree to strongly agree' marker, while the other nine items (item 9-17) were classified as habitual action-based items that were responded with the scale of 'never to always' marker. There were a total of 41 foster students of middle and senior high schools from different orphanages. This section accumulates results based on the responses on all questionnaire items and the reliability analysis of the questionnaire.

14 Table-1. Reliability statistics of the questionnaire.

Reliability Statistics	
Cronbach's Alpha	N of Items
0.810	17

The statistic value in Table 1 shows a very good level of reliability. Thus, the responses given by respondents of this questionnaire were considered as reliable.

Table 2 shows that a majority of the questionnaire items received positive responses. None of the items got less than 2 average points. The only negative responses come from two items with negative wording, item number 8 and item number 17.

Table-2. Students' Responses on the Questionnaire.

Perception Based			
No	Questionnaire Items	Average	Response
1	Reading various posts in Instagram, Facebook, and Twitter helps me to learn different language aspects such as vocabulary and comprehension towards passages (Membaca beragam posts di Instagram, Facebook dan Twitter membantu saya belajar aspek-aspek dalam Bahasa Inggris seperti kosakata, dan pemahaman teks singkat.)	3.00	Positive
2	Without internet-based media, English learning would be more difficult. (Tanpa adanya media berbasis internet, mempelajari bahasa Inggris akan terasa lebih sulit.)	3.29	Positive
3	I prefer accessing online dictionary rather than using printed dictionary. (Saya lebih senang mengakses kamus online daripada kamus cetak yang terdapat di perpustakaan sekolah/panti.)	2.76	Positive
4	Internet based media such as YouTube, Instagram, Blog, Facebook and online dictionaries help me to learn English better than conventional text book used at school. (Media berbasis internet (YouTube, Instagram, Blog, Facebook, Kamus Online dan lain-lain) membantu saya mempelajari Bahasa Inggris lebih baik daripada buku teks yang digunakan di sekolah.)	3.15	Positive
5	Overall, online media provides unlimited varied contents to be used in EFL learning. (Secara keseluruhan, semua jenis media online menyediakan konten yang sangat beragam dan nyaris tidak terbatas untuk keperluan belajar Bahasa Inggris.)	3.20	Positive
6	Unstable internet connection is one of the most common hindrance in using online media such as YouTube, Instagram and Twitter. (Koneksi yang kurang stabil menjadi salah satu masalah utama dalam menggunakan media online seperti YouTube, Instagram, dan Twitter.)	3.05	Positive
7	Varied content in the internet often distract my focus when learning English (Konten yang beragam di media online sering membuat hilang fokus dalam mencari bahan belajar Bahasa Inggris.)	3.39	Positive
8	Educational content such as textbook, dictionary and educational video sometimes do not provide enough authentic language aspects compared to entertainment based materials such as novel, film, comic, vlog, and talk show. (Konten edukatif (buku pelajaran digital, kamus, video materi) terkadang memuat aspek kebahasaan yang tidak sebanyak konten hiburan seperti novel digital, komik digital, film, video log (vlog), talk show, dan sebagainya.) (*)	3.17	Negative
Average			Positive
Action Based			
9	I use social media to obtain information and knowledge in English. (Saya menggunakan sosial media untuk memperoleh informasi dan pengetahuan seputar Bahasa Inggris.)	2.93	Positive
10	Saya menggunakan media sosial untuk memperoleh konten berbahasa Inggris yang dapat memperkaya kosakata dan mempertajam pemahaman Bahasa Inggris saya.	2.90	Positive
11	Instagram is the most accessed platform on my list because of its complete features from visual, audio, to audio visual. (Instagram merupakan media yang paling sering saya gunakan karena kelengkapan konten (visual maupun audio visual) di dalamnya.)	2.80	Positive
12	Twitter is the most accessed platform on my list since it provides a lot of English reading threads to be followed. (Twitter merupakan media yang paling sering saya gunakan karena banyaknya post (tweet) berbahasa Inggris yang mudah disimak.)	2.54	Positive
13	Youtube is the most accessed platform on my list for its rich video materials both for learning and also entertainment. (YouTube merupakan media yang paling sering saya gunakan karena banyaknya video berbahasa Inggris baik yang bersifat pembelajaran maupun hiburan.)	3.00	Positive
14	Even though I can access the materials myself, I sometimes need to be guided when using online media to learn English. (Meski dapat mengakses berbagai media secara mandiri, saya masih butuh diarahkan untuk memperoleh konten berbahasa Inggris yang cocok untuk kebutuhan belajar saya.)	3.44	Positive

15	I access more entertainment-based content rather than educational content. (<i>Saya lebih sering mengakses konten hiburan dibandingkan konten yang diciptakan untuk belajar.</i>)	2.93	Positive
16	I test myself by reading and watching English content in the internet without Indonesian subtitle or aid from dictionary. (<i>Saya menguji diri saya sendiri dengan membaca/menonton konten berbahasa Inggris di Internet tanpa bantuan kamus digital maupun teks berbahasa Indonesia.</i>)	2.44	Positive
17	I do not access multiple online media and platforms at once when learning English. (<i>Saya tidak mengakses banyak media sosial dan situs di Internet secara bersamaan untuk keperluan belajar Bahasa Inggris.</i>) (*)	3.07	Negative
Average			Positive

Note: (* Items number 8 and 17 have reversed scoring as they appear with negative statement.

However, the result of item number 8 indicated the crucial roles of text-book and any education-based source despite the advanced development of internet and its interactive platforms. Meanwhile, the result of item number 17 revealed students' preferences in accessing single platform when they browsed for materials, supporting items number 11 to 13 which required the students to choose one most preferable platform based on their habit. YouTube was voted as the most popular platform among all media.

Another important result was evident for item number 14 which showed students' demand to get some assistance in choosing appropriate learning materials despite their independence in accessing internet for learning. Moreover, based on item number 7, most students agreed that the internet content may often distract their focus. However, students shared almost similar positive perceptions for the use of online interactive media proving useful in EFL learning situation.

4.2. Test Result

After analyzing the questionnaire responses, the next essential data was the reading comprehension test results. The test consisted of 15 reading comprehension questions with three short passages. The results of the reading comprehension test are presented in Table 3.

Table-3. Reading Comprehension Test Results.

Descriptive Statistics			
	Mean	Std. Deviation	N
Average (X)	2.86	0.459	41
Score (Y)	70.406504065040660	27.730800384642706	41

Table 3 presents the average score of 41 students to be 70.4 with the standard deviation of 27.7. Further details about the test were related to more specific achievements of students. 30 students or 75% of the total participants managed to score more than 50 out of 100, and 60% of the participants achieved more than 73, and 9 of the total participants scored 100 for their reading comprehension test. Meanwhile, the lowest score was scored by one student who got 13 out of 100. The test results of 41 students were then correlated with the responses of the questionnaire. The Pearson formula for correlation was used to find out the connection between students' perception and their reading comprehension ability.

Table 4 shows that participants with low score in the questionnaire also performed poorly in reading test while students with high score in the questionnaire also scored well in the reading test.

Table-4. Result of questionnaire responses and reading test.

Sample	Average Questionnaire Responses Score(X)	Reading Score (Y)	X ²	Y ²	XY
1	1.71	13.33	2.92	177.78	22.80
2	1.88	20.00	3.53	400.00	37.60
3	2.18	20.00	4.75	400.00	43.60
4	2.18	20.00	4.75	400.00	43.60
5	2.35	33.33	5.52	1111.11	78.33
6	2.41	33.33	5.81	1111.11	80.33
7	2.47	40.00	6.10	1600.00	98.80
8	2.47	40.00	6.10	1600.00	98.80
9	2.47	40.00	6.10	1600.00	98.80
10	2.47	40.00	6.10	1600.00	98.80
11	2.53	46.67	6.40	2177.78	118.07
12	2.53	53.33	6.40	2844.44	134.93
13	2.59	53.33	6.71	2844.44	138.13
14	2.71	53.33	7.34	2844.44	144.53
15	2.76	60.00	7.62	3600.00	165.60
16	2.76	66.67	7.62	4444.44	184.00
17	2.82	66.67	7.95	4444.44	188.00
18	2.82	73.33	7.95	5377.78	206.80
19	2.82	80.00	7.95	6400.00	225.60
20	2.88	80.00	8.29	6400.00	230.40
21	2.88	80.00	8.29	6400.00	230.40
22	2.94	86.67	8.64	7511.11	254.80
23	2.94	86.67	8.64	7511.11	254.80
24	2.94	86.67	8.64	7511.11	254.80
25	2.94	86.67	8.64	7511.11	254.80
26	2.94	86.67	8.64	7511.11	254.80
27	3.00	86.67	9.00	7511.11	260.00
28	3.00	86.67	9.00	7511.11	260.00
29	3.06	86.67	9.36	7511.11	265.20
30	3.18	93.33	10.11	8711.11	296.80
31	3.18	93.33	10.11	8711.11	296.80
32	3.24	93.33	10.50	8711.11	302.40
33	3.24	100.00	10.50	10000.00	324.00
34	3.29	100.00	10.82	10000.00	329.00
35	3.35	100.00	11.22	10000.00	335.00
36	3.35	100.00	11.22	10000.00	335.00
37	3.41	100.00	11.63	10000.00	341.00
38	3.47	100.00	12.04	10000.00	347.00
39	3.65	100.00	13.32	10000.00	365.00
40	3.65	100.00	13.32	10000.00	365.00
41	3.65	100.00	13.32	10000.00	365.00
Total	117.11	2886.67	342.94	234000.00	8729.13
Average	2.86	70.41			

4.3. Correlation between Students' Perceptions and Reading Ability

27 In the following table (Table 5) , results of both questionnaire and reading test are presented. As it can be noticed, low perception scores in the questionnaire also got low achievement scores in the reading comprehension test. To be more specific, students with the overall response points of 2.76-2.9 were able to score from 66 to 86

while students with response point of 3 or more could manage to score above 86 up to 100. On the other hand, students with lower motivation levels, based on their response points could only score maximum 50 points.

To identify the correlation between two variables, the following Pearson formula was implemented .

$$Correlation = r_{xy} = \frac{n \sum x_i y_i - \sum x_i \sum y_i}{\sqrt{n \sum x_i^2 - (\sum x_i)^2} \cdot \sqrt{n \sum y_i^2 - (\sum y_i)^2}}$$

Table-5. Correlation analysis using SPSS.

Correlations			
		Average (X)	Score (Y)
Average (X)	Pearson Correlation	1	0.950**
	Sig. (2-tailed)		<0.001
	N	41	41
Score (Y)	Pearson Correlation	0.950**	1
	Sig. (2-tailed)	<0.001	
	N	41	41

Note: **. Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows that correlation between questionnaire responses representing students' perceptions and reading test performance was very high. The correlation value shows 0.949 which indicates high correlation between X variable (students perceptions based on responses to the questionnaire items) and Y variable (reading comprehension ability). This significant correlation proves how affective aspect such as perception influence students performance in language learning.

5. DISCUSSION

The study results show a significantly positive correlation between perception about internet-based digital media in EFL learning and the reading comprehension ability of students in orphanages. It is apparent that students with positive attitude towards modern technology, internet and its unlimited sources , perform better in comprehending English text. Meanwhile, students with generally negative perceptions about the internet-based media were not able to perform well in thier reading comprehension test.

The findings that indicate positive and negative trends on students' reading performance based on their perception towards online digital media are in line with Muhammad et al. (2017) who also found that reading comprehension materials were more accepted in the form of interactive multimedia including online videos. It is also consistent with the finding of Rao (2019) who stated that social media may improve students' language performance.

Taking a closer look into students' perception, it was understood that students have different preferences in choosing the most convenient platform to browse. YouTube was the most prefered platform compared to Instagram and Twitter. This part of the study proved Kobayashi's findings on students' preferences in using different online media based on their familiarity (Kobayashi, 2017).

The negative perception about internet-based platforms being sometimes not so accomodating as education-based sources also prove that some students are aware of the weaknesses of the Internet-based media . They also believed that despite its undisputed benefits to access up to date and interactive resources, internet-based media were also so tricky that they might distract and divert your focus from studying into something unnecessary. Thus, based on responses on questionnaire item number 14, most of the students agreed that guidance and supervision in using internet-based media in EFL learning was crucial in order to keep them on track while learning the language.

Technical problem such as poor internet connection was still a primary hindrance in optimizing the use of internet-based media, especially for students who lived in orphanages. This finding is in line with the study by

Atmojo and Nugroho (2020) which found out how several issues such as limited access and poor quality of internet connection affected the implementation of internet-based digital media.

Overall, the findings of this study are in line with the priorly mentioned previous studies on the field of implementing internet-based platform in EFL learning especially the sub-domain of reading comprehension. More than that, this study has proven that students who were raised in orphanages also experienced the advantages of internet as EFL learning sources despite several limitations such as unstable internet connection and lack of devices that each orphanage faced. Ultimately, the correlational study on EFL learning media and English reading performance of students in orphanages has complemented the findings from previous studies on similar fields. Moreover, the findings of this study have highlighted the urgency of internet-based media implementation for groups with limitations such as students in orphanages.

6. CONCLUSION AND SUGGESTIONS

This study identified the correlation between two variables: students' perception towards the use of internet-based digital media and students' reading comprehension ability. The findings show significant correlation between the two variables which meant internet-based media was an influential instrument in EFL teaching and learning.

This study made a deeper analysis of each individual perception towards the application of advanced technology in EFL learning. It also examined how an experiment-based research about technology influenced different language skills. These findings would be promising in conducting further research in EFL teaching and learning. It is highly recommended to apply different methods and instruments to obtain different findings in future research in order to enrich the results of the current research. In conclusion, this study can be used as a reference for similar fields of EFL and modern teaching media.

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APPENDICES

Questionnaire

Name :
Age :
Gender :
Orphanage :
School :

Perception Based					
No	Questionnaire Items	Strongly disagree	disagree	agree	Strongly agree
1	Reading various posts in Instagram, Facebook, and Twitter helps me to learn different language aspects such as vocabulary and comprehension towards passages <i>(Membaca beragam posts di Instagram, Facebook dan Twitter membantu saya belajar aspek-aspek dalam Bahasa Inggris seperti kosakata, dan pemahaman teks singkat.)</i>				
2	Without internet-based media, English learning would be more difficult. <i>(Tanpa adanya media berbasis internet, mempelajari bahasa Inggris akan terasa lebih sulit.)</i>				
3	I prefer accessing online dictionary rather than using printed dictionary. <i>(Saya lebih senang mengakses kamus online daripada kamus cetak yang terdapat di perpustakaan sekolah/panti.)</i>				
4	Internet based media such as YouTube, Instagram, Blog, Facebook and online dictionaries help me to learn English better than conventional text book used at school. <i>(Media berbasis internet (YouTube, Instagram, Blog, Facebook, Kamus Online dan lain-lain) membantu saya mempelajari Bahasa Inggris lebih baik daripada buku teks yang digunakan di sekolah.)</i>				
5	Overall, online media provides unlimited varied contents to be used in EFL learning. <i>(Secara keseluruhan, semua jenis media online menyediakan konten yang sangat beragam dan nyaris tidak terbatas untuk keperluan belajar Bahasa Inggris.)</i>				
6	Unstable internet connection is one of the most common hindrance in using online media such as YouTube, Instagram and Twitter. <i>(Koneksi yang kurang stabil menjadi salah satu masalah utama dalam menggunakan media online seperti YouTube, Instagram, dan Twitter.)</i>				
7	Varied content in the internet often distract my focus when learning English <i>(Konten yang beragam di media online sering membuat hilang fokus dalam mencari bahan belajar Bahasa Inggris.)</i>				
8	Educational content such as textbook, dictionary and educational video sometimes do not provide enough authentic language aspects compared to entertainment based materials such as novel, film, comic, blog, and talk show. <i>(Konten edukatif (buku pelajaran digital, kamus, video</i>				

	<i>materi) terkadang memuat aspek kebahasaan yang tidak sebanyak konten hiburan seperti novel digital, komik digital, film, video log (vlog), talk show, dan sebagainya.) (*</i>				
Action Based					
9	I use social media to obtain information and knowledge in English. <i>(Saya menggunakan sosial media untuk memperoleh informasi dan pengetahuan seputar Bahasa Inggris.)</i>				
10	Saya menggunakan media sosial untuk memperoleh konten berbahasa Inggris yang dapat memperkaya kosakata dan mempertajam pemahaman Bahasa Inggris saya.				
11	Instagram is the most accessed platform on my list because of its complete features from visual, audio, to audio visual. <i>(Instagram merupakan media yang paling sering saya gunakan karena kelengkapan konten (visual maupun audio visual) di dalamnya.)</i>				
12	Twitter is the most accessed platform on my list since it provides a lot of English reading threads to be followed. <i>(Twitter merupakan media yang paling sering saya gunakan karena banyaknya post (tweet) berbahasa Inggris yang mudah disimak.)</i>				
13	YouTube is the most accessed platform on my list for its rich video materials both for learning and also entertainment. <i>(YouTube merupakan media yang paling sering saya gunakan karena banyaknya video berbahasa Inggris baik yang bersifat pembelajaran maupun hiburan.)</i>				
14	Even though I can access the materials myself, I sometimes need to be guided when using online media to learn English. <i>(Meski dapat mengakses berbagai media secara mandiri, saya masih butuh diarahkan untuk memperoleh konten berbahasa Inggris yang cocok untuk kebutuhan belajar saya.)</i>				
15	I access more entertainment-based content rather than educational content. <i>(Saya lebih sering mengakses konten hiburan dibandingkan konten yang diciptakan untuk belajar.)</i>				
16	I test myself by reading and watching English content in the internet without Indonesian subtitle or aid from dictionary. <i>(Saya menguji diri saya sendiri dengan membaca/menonton konten berbahasa Inggris di Internet tanpa bantuan kamus digital maupun teks berbahasa Indonesia.)</i>				
17	I do not access multiple online media and platforms at once when learning English. <i>(Saya tidak mengakses banyak media sosial dan situs di Internet secara bersamaan untuk keperluan belajar Bahasa Inggris.) (*</i>				

Reading Test

9/15/21, 10:44 AM

Reading Comprehension Test

Reading Comprehension Test

Answer the questions by reading the given passages

* Required

1. Name

2. Gender *

Mark only one oval.

Female

Male

Other: _____

3. According to paragraph one, Taj Mahal is a ... *

1 point

The Taj Mahal (pronounced /tɑ:dʒ m'hɑ:l/) is a famous mausoleum next to the river Yamuna in the Indian city of Agra. A mausoleum is a building where people bury the dead. The name Taj Mahal means 'the crown of palaces'.

The most famous part of the Taj Mahal is the large white dome in the centre. It is 35 metres high and is surrounded by four smaller domes. The rooms inside the building are decorated with beautiful archways and precious stones in the walls. The buildings are surrounded by gardens with pathways, pools, fountains and green gardens.

The emperor Shah Jahan built the Taj Mahal as a burial place for his wife, Mumtaz Mahal. According to legend, he wanted to build another Taj Mahal in black on the other side of the river, but this never happened.

Mark only one oval.

- Palace
- Tomb
- Fortres
- Temple

4. One of the following objects does not surround Taj Mahal. It is... *

1 point

The Taj Mahal (pronounced /tɑ:dʒ m'hɑ:l/) is a famous mausoleum next to the river Yamuna in the Indian city of Agra. A mausoleum is a building where people bury the dead. The name Taj Mahal means 'the crown of palaces'.

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The emperor Shah Jahan built the Taj Mahal as a burial place for his wife, Mumtaz Mahal. According to legend, he wanted to build another Taj Mahal in black on the other side of the river, but this never happened.

Mark only one oval.

- Gardens
- Pathways
- Fountains
- Forest

5. We can assume that Mumtaz Mahal was *

1 point

The Taj Mahal (pronounced /tɑ:dʒ m'hɑ:l/) is a famous mausoleum next to the river Yamuna in the Indian city of Agra. A mausoleum is a building where people bury the dead. The name Taj Mahal means 'the crown of palaces'.

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The emperor Shah Jahan built the Taj Mahal as a burial place for his wife, Mumtaz Mahal. According to legend, he wanted to build another Taj Mahal in black on the other side of the river, but this never happened.

Mark only one oval.

- an Empress
- a Princess
- a slave
- a soldier

6. What is the best title for this passage? *

1 point

If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. Could there be a place for robots in education after all?

British education expert Anthony Seldon thinks so. And he even has a date for the robot takeover of the classroom: 2027. He predicts robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots will read students' faces, movements and maybe even brain signals. Then they will adapt the information to each student. It's not a popular opinion and it's unlikely robots will ever have empathy and the ability to really connect with humans like another human can.

One thing is certain, though. A robot teacher is better than no teacher at all. In some parts of the world, there aren't enough teachers and 9–16 per cent of children under the age of 14 don't go to school. That problem could be partly solved by robots because they can teach anywhere and won't get stressed, or tired, or move somewhere for an easier, higher-paid job.

Mark only one oval.

- Robot and Human Connections
- Transferring Information with Robot
- Higher-Paid Teacher
- Robot Teachers

7. According to the passage, what probably a robot can never do? *

1 point

If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. Could there be a place for robots in education after all?

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Mark only one oval.

- Understanding human's feeling
- Sharing knowledge
- Identifying expressions
- Catching brain signals

8. Which one is NOT the advantage of robot teachers? *

1 point

If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. Could there be a place for robots in education after all?

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Mark only one oval.

- They will not get mental issue
- They can be sent anywhere to teach
- They cannot feel physically tired or sick
- They do not have emotion

9. A social media influencer is not someone who ... *

1 point

Social media influencers

An influencer is a person who can influence the decisions of their followers because of their relationship with their audience and their knowledge and expertise in a particular area, e.g. fashion, travel or technology.

Influencers often have a large following of people who pay close attention to their views. They have the power to persuade people to buy things, and influencers are now seen by many companies as a direct way to customers' hearts. Brands are now asking powerful influencers to market their products. With some influencers charging up to \$25,000 for one social media post, it is no surprise that more and more people are keen to become influencers too. If you are one of them, then here are five tips on how to do it.

Mark only one oval.

- guides the decisions of their followers.
- is an expert in a particular area.
- pays their followers to buy products.
- has many followers who pay attention to their opinions.

10. Companies want to use influencers to help ... *

1 point

Social media influencers

An influencer is a person who can influence the decisions of their followers because of their relationship with their audience and their knowledge and expertise in a particular area, e.g. fashion, travel or technology.

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Mark only one oval.

- sell their products to their followers.
- develop new products.
- write their blogposts.
- design their websites.

11. If you want to be an influencer, your bio on your social media account shouldn't ... * 1 point

1. Choose your niche

What is the area that you know most about? What do you feel most excited talking about? Find the specific area that you're most interested in and develop it.

2. Choose your medium and write an interesting bio

Most influencers these days are bloggers and micro-bloggers. Decide which medium – such as your own online blog, Instagram or Snapchat – is the best way to connect with your followers and chat about your niche area. When you have done that, write an attention-grabbing bio that describes you and your speciality area in an interesting and unique way. Make sure that people who read your bio will want to follow you.

3. Post regularly and consistently

Many influencers post daily on their social media accounts. The more you post, the more likely people will follow you. Also, ensure that your posts are consistent and possibly follow a theme.

4. Tell an interesting story

Whether it is a photo or a comment that you are posting, use it to tell a story that will catch the attention of your followers and help them connect with you.

5. Make sure people can easily find your content

Publicise your posts on a variety of social media, use hashtags and catchy titles and make sure that they can be easily found. There is no point writing the most exciting blogposts or posting the most attractive photographs if no one is going to see them. Most importantly, if you want to become a social media influencer, you need to have patience. Keep posting and your following will gradually increase. Good luck!

Source of all passages: [learnenglish.britishcouncil.org/skills/reading/intermediate-b1](https://www.learnenglish.britishcouncil.org/skills/reading/intermediate-b1)

Mark only one oval.

- say who you are.
- talk about your niche area.
- be interesting.
- be the same as other people's bios.

12. You should make sure that you post ... *

1 point

1. Choose your niche

What is the area that you know most about? What do you feel most excited talking about? Find the specific area that you're most interested in and develop it.

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Source of all passages: [learnenglish.britishcouncil.org/skills/reading/intermediate-b1](https://www.learnenglish.britishcouncil.org/skills/reading/intermediate-b1)

Mark only one oval.

- once a month.
- every day for the first month and then once a month after that.
- about similar subjects.
- about all sorts of different things.

13. You can make sure that people find your post by ... *

1 point

1. Choose your niche

What is the area that you know most about? What do you feel most excited talking about? Find the specific area that you're most interested in and develop it.

2. Choose your medium and write an interesting bio

Most influencers these days are bloggers and micro-bloggers. Decide which medium – such as your own online blog, Instagram or Snapchat – is the best way to connect with your followers and chat about your niche area. When you have done that, write an attention-grabbing bio that describes you and your speciality area in an interesting and unique way. Make sure that people who read your bio will want to follow you.

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Source of all passages: [learnenglish.britishcouncil.org/skills/reading/intermediate-b1](https://www.learnenglish.britishcouncil.org/skills/reading/intermediate-b1)

Mark only one oval.

- using hashtags.
- using funny or memorable titles.
- using different social media to link to your post.
- doing all of the above.

14. In paragraph 1, the word they refers to ... *

1 point

(1) Fairies today are the stuff of children's stories, little magical people with wings, often shining with light. Typically pretty and female, like Tinkerbell in Peter Pan, they usually use their magic to do small things and are mostly friendly to humans.

(2) We owe many of our modern ideas about fairies to Shakespeare and stories from the 18th and 19th centuries. Although we can see the origins of fairies as far back as the Ancient Greeks, we can see similar creatures in many cultures. The earliest fairy-like creatures can be found in the Greek idea that trees and rivers had spirits called dryads and nymphs. Some people think these creatures were originally the gods of earlier, pagan religions that worshipped nature. They were replaced by the Greek and Roman gods, and then later by the Christian God, and became smaller, less powerful figures as they lost importance.

(3) Another explanation suggests the origin of fairies is a memory of real people, not spirits. So, for example, when tribes with metal weapons invaded land where people only used stone weapons, some of the people escaped and hid in forests and caves. Further support for this idea is that fairies were thought to be afraid of iron and could not touch it. Living outside of society, the hiding people probably stole food and attacked villages. This might explain why fairies were often described as playing tricks on humans. Hundreds of years ago, people actually believed that fairies stole new babies and replaced them with a 'changeling' – a fairy baby – or that they took new mothers and made them feed fairy babies with their milk.

Source of all passages: [learnenglish.britishcouncil.org/skills/reading/intermediate-b1](https://www.learnenglish.britishcouncil.org/skills/reading/intermediate-b1)

Mark only one oval.

fairies.

children

stories

15. In paragraph 2, the words these creatures refer to ... *

1 point

(1) Fairies today are the stuff of children's stories, little magical people with wings, often shining with light. Typically pretty and female, like Tinkerbell in Peter Pan, they usually use their magic to do small things and are mostly friendly to humans.

(2) We owe many of our modern ideas about fairies to Shakespeare and stories from the 18th and 19th centuries. Although we can see the origins of fairies as far back as the Ancient Greeks, we can see similar creatures in many cultures. The earliest fairy-like creatures can be found in the Greek idea that trees and rivers had spirits called dryads and nymphs. Some people think these creatures were originally the gods of earlier, pagan religions that worshipped nature. They were replaced by the Greek and Roman gods, and then later by the Christian God, and became smaller, less powerful figures as they lost importance.

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Source of all passages: [learnenglish.britishcouncil.org/skills/reading/intermediate-b1](https://www.learnenglish.britishcouncil.org/skills/reading/intermediate-b1)

Mark only one oval.

- the spirits of trees and rivers.
- tree and rivers
- the ancient greek people

16. In paragraph 2, the word They refers to ... *

1 point

(1) Fairies today are the stuff of children's stories, little magical people with wings, often shining with light. Typically pretty and female, like Tinkerbell in Peter Pan, they usually use their magic to do small things and are mostly friendly to humans.

(2) We owe many of our modern ideas about fairies to Shakespeare and stories from the 18th and 19th centuries. Although we can see the origins of fairies as far back as the Ancient Greeks, we can see similar creatures in many cultures. The earliest fairy-like creatures can be found in the Greek idea that trees and rivers had spirits called dryads and nymphs. Some people think these creatures were originally the gods of earlier, pagan religions that worshipped nature. They were replaced by the Greek and Roman gods, and then later by the Christian God, and became smaller, less powerful figures as they lost importance.

(3) Another explanation suggests the origin of fairies is a memory of real people, not spirits. So, for example, when tribes with metal weapons invaded land where people only used stone weapons, some of the people escaped and hid in forests and caves. Further support for this idea is that fairies were thought to be afraid of iron and could not touch it. Living outside of society, the hiding people probably stole food and attacked villages. This might explain why fairies were often described as playing tricks on humans. Hundreds of years ago, people actually believed that fairies stole new babies and replaced them with a 'changeling' – a fairy baby – or that they took new mothers and made them feed fairy babies with their milk.

Source of all passages: [learnenglish.britishcouncil.org/skills/reading/intermediate-b1](https://www.learnenglish.britishcouncil.org/skills/reading/intermediate-b1)

Mark only one oval.

- pagan gods
- pagan religions
- Greek and Roman gods

17. In paragraph 3, the words this idea refer to ... *

1 point

(1) Fairies today are the stuff of children's stories, little magical people with wings, often shining with light. Typically pretty and female, like Tinkerbell in Peter Pan, they usually use their magic to do small things and are mostly friendly to humans.

(2) We owe many of our modern ideas about fairies to Shakespeare and stories from the 18th and 19th centuries. Although we can see the origins of fairies as far back as the Ancient Greeks, we can see similar creatures in many cultures. The earliest fairy-like creatures can be found in the Greek idea that trees and rivers had spirits called dryads and nymphs. Some people think these creatures were originally the gods of earlier, pagan religions that worshipped nature. They were replaced by the Greek and Roman gods, and then later by the Christian God, and became smaller, less powerful figures as they lost importance.

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Source of all passages: learnenglish.britishcouncil.org/skills/reading/intermediate-b1

Mark only one oval.

- the idea that fairies were based on people.
- the idea that fairies used metal weapons.
- the idea that fairies used stone tools.

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16/16

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