

The Correlation Between Students' Perceptions on The Use of Online Digital Interactive Media and Reading Comprehension Ability

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ABSTRAK

Selama beberapa tahun terakhir, telah terjadi peningkatan yang signifikan dalam penggunaan media interaktif daring dalam pengajaran dan pembelajaran bahasa Inggris. Munculnya sistem manajemen pembelajaran digital seperti Edmodo, Google Classroom, dan Moodle mempercepat adopsi platform pendidikan seperti Quizziz dan British Council, serta media non-pendidikan seperti YouTube, Instagram, dan Twitter yang dibuat terutama untuk tujuan hiburan. Tujuan penelitian ini adalah untuk meningkatkan persepsi siswa tentang penggunaan media interaktif digital daring dan membangun hubungan antara persepsi tersebut dan pemahaman mereka tentang membaca. Sebanyak 89 siswa kelas sebelas dari sebuah sekolah menengah swasta di Surabaya berpartisipasi dalam penelitian ini. Survei skala Likert tertutup sebelum dan sesudah menggunakan Quizziz digunakan untuk mengumpulkan data tentang kesan siswa, dan tes pemahaman bacaan digunakan untuk menguji hubungan antara persepsi siswa dan keterampilan pemahaman mereka. Berdasarkan hasil penelitian, terdapat tingkat signifikansi (5%) sehingga dapat disimpulkan bahwa terdapat hubungan antara perspektif dan kemampuan pemahaman bacaan siswa di SMA swasta di Surabaya, di mana terjadi peningkatan kemampuan membaca sebelum dan sesudah penggunaan media Quizziz dalam pembelajaran bahasa Inggris.

Kata kunci: Media Interaktif Digital Online, Kemampuan Pemahaman Bacaan, Persepsi Siswa

ABSTRACT

Over the past several years, there has been a noticeable increase in the use of online interactive media in English teaching and learning. The advent of digital learning management systems like Edmodo, Google Classroom, and Moodle accelerated the adoption of educational platforms like Quizziz and the British Council, as well as non-educational media like YouTube, Instagram, and Twitter that were created primarily for entertainment purposes. The purpose of this study is to improve students' perceptions of using online digital interactive media and establish a relationship between those perceptions and their understanding of reading. 89 eleventh-grade students of a private high school in Surabaya took part in this study. A closed-ended Likert-scale survey before and after using Quizziz was used to collect data on students' impressions, and a reading comprehension test was used to examine the relationship between students' perceptions and their comprehension skills. According to the results, there is a significance level (5%) so it is stated that there is a relationship between the perspective and reading comprehension ability of students at private high schools in Surabaya, where there is an increase in reading ability before and after media Quizziz in English language teaching.

Keyword: Online Digital Interactive Media, Reading Comprehension Ability, Students' Perceptions

INTRODUCTION

The transformation of social media, entertainment-focused websites, and video-sharing platforms into educational resources, particularly in the context of teaching and learning English, gave rise to a new phenomenon in which students and teachers actively searched the internet for language-learning resources from a variety of platforms, including YouTube, Instagram, Twitter, and even Webtoon sites. This study attempted to examine the relationship between students' perceptions of the use of online digital media and their proficiency in reading comprehension in English, given the trend of using non-academic

platforms in academic settings, particularly in the context of English Language Teaching (ELT) among middle school and high school students. Finding the relationship between affective factors, such as students' motivation and conduct when using online digital interactive media is a pressing study goal. One of the most important components of teaching and learning English, particularly for reading comprehension, has been this. Therefore, the purpose of this study was to respond to the following queries:

1. What are 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 students in a private high school in Surabaya?

It was anticipated that the study's findings would address both issues by offering a variety of perspectives and test findings to demonstrate the relationship between perceptions and reading comprehension skills. The perspective of high school students in a private school in Surabaya is the subject of this study.

LITERATURE REVIEW

In the past few years, a lot of research has been done on the use of internet-based platforms and instructional material to enhance English language teaching. In order to bolster its conclusions, this study cited a number of earlier investigations into the subject of teaching media in ELT.

The internet has undoubtedly had both beneficial and harmful effects. Thus, a number of research have demonstrated both the advantages and disadvantages of internet use in EFL classes.

Aydin (2007) investigated EFL learners' opinions about the usage of internet-based media in English language teaching and learning situations. It was discovered that students had a good attitude toward the use of internet platforms as learning tools. Furthermore, he explained that, despite the potentially negative impact of internet-based media, such as distraction caused by online advertisements, unnecessary comments in some internet posts, and notifications from social media, as well as dependency on overuse of 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 have plenty of varied contents to learn from.

By incorporating EFL instructors, Atmojo and Nugroho (2020) explored the usage of online interactive media. Several issues were discovered with the use of internet media in EFL teaching and learning. The majority of the issues stemmed from a lack of preparedness and an unequal distribution of resources intended to enable the deployment of online media in EFL learning situations. According to Atmojo and Nugroho (2020), using online media requires appropriate planning in order to prevent many challenges, both technological and non-technical.

Rao (2019) discovered that using social media in the EFL classroom might increase interactions among students, affecting their language production and involvement throughout the session. Rao's research found that using non-academic internet

platforms in EFL classrooms had a beneficial influence.

In their experimental investigation, Zarei and Amani (2018) discovered that using online media in the EFL classroom greatly boosted students' learning accomplishment as well as vocabulary creation. This data demonstrates that online media not only promotes student relationships, but also improves their performance in creating language and getting better results in EFL learning.

Several points of view on the internet and everything inside it have evolved in recent years, both favorable and bad. The following are some prior research in the topic of online media consumption and perspectives of the use of the internet in EFL teaching and learning. According to Kobayashi (2017), students' choices for consuming internet-based media were strongly connected to their independence in accessing the internet. He discovered that students' usage of instant messenger, social media, and other internet-based platforms was heavily influenced by their familiarity with the media, which affected their freedom in accessing and utilizing online media.

Aydin (2007) demonstrated that students responded well to the usage of internet media in the EFL classroom. It was discovered that the majority of student replies demonstrated their readiness to use internet-based platforms as learning medium and sources of learning resources.

Muhammad, Muslem, and Sari (2017) performed a detailed study of students' perceptions on how their EFL teachers offer reading comprehension resources. It was discovered that if the teacher used more interactive media, such as video, the students could grasp and appreciate the lecture more. This research demonstrates yet again that non-education platforms such as YouTube may be highly useful in disseminating content.

Smart and Cappel (2006) analyzed the use of internet-based digital modules in two groups: required and voluntary. The perspective acquired suggested that more favorable answers came from the optional class, which used more selective resources, rather than the required class, which used all accessible materials inside the module. According to Smart and Cappel's research, internet-based EFL material should be screened and carefully selected depending on the students' needs and preferences. If every conceivable content is employed without regard for the students' requirements, it will overwhelm them with chores rather than provide them with a pleasant learning experience.

According to Ahmad and Khoo (2019), integrating traditional resources such as text books or offline

media with internet-based interactive platforms enabled students experience better learning, resulting in higher accomplishment.

METHOD

This research is a correlational-based quantitative study. The ex post facto approach was utilized to correlate perceptions of online digital media with reading comprehension skills among high school students. According to Kothari (2004), in ex post facto research, researchers have no control over the participants and could only observe and test without intervening. As a result, no treatment could be developed in this study. The purpose of this study was to investigate students' attitudes on the usage of online digital media and to discover the relationship between their attitudes and reading comprehension skills. This research involved 89 high school students in Surabaya, Indonesia. This was a correlational study that used a survey and a test to collect data. The survey employed a 5-point Likert-scale (strongly disagree to strongly agree) questionnaire to assess students' perceptions before and after using Quizziz platform, whereas the exam was a reading comprehension test to assess students' reading comprehension skills. The statements by participants while responding to questionnaire items, the researchers decided to use a 5-point scale.

RESULT AND DISCUSSION

The data obtained from the questionnaire on Students' perception with the scale of strongly disagree to strongly agree. There are two kinds of questionnaire, before and after using Quizziz as the tool on English Language Teaching process.

Table 1 Questionnaire before the students using quizziz

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Student's engagement towards the learning process without using Quizziz	89	1	5	3.09	.685
without using Quizziz give the motivation in doing Reading Assessment	89	1	5	2.98	.783
Student collaborated with another student to solve their difficult problem on project and assignments without using Quizziz	89	1	5	3.21	.846
without Quizziz increases the enthusiasm during the learning and teaching process	89	2	5	2.99	.631
The students complete the assignment on time without using quizziz	89	1	5	3.21	.682
without using Quizziz there is a drive and need for learning	89	1	5	3.08	.727
without using Quizziz students have an interest in learning	89	1	5	3.18	.791
Prefer to work independently without using Quizziz	89	1	5	3.15	.732
There are interesting activities in learning without using Quizziz	89	1	5	3.08	.727
Without using Quizziz students can defend his opinion	89	1	5	3.20	.828
It's not easy to let go of what you believe in (without Quizziz)	89	1	5	3.12	.704
Happy find and solve problems (without Quizziz)	89	1	5	3.31	.732
Valid N (listwise)	89				

Table 2 Questionnaire after the students using quizziz

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Student's engagement towards the learning process by applying Quizziz	89	1	5	3.31	.874
Quizziz give the motivation in doing Reading Assessment	89	1	5	3.55	.784
Student collaborated with another student to solve their difficult problem on project and assignments using Quizziz	89	1	5	3.40	.849
Quizziz increases the enthusiasm during the learning and teaching process	89	1	5	3.56	.916
The students complete the assignment on time	89	1	5	3.42	.795
There is a drive and need for learning	89	2	5	3.58	.654
Have an interest in learning	89	1	5	3.64	.772
Prefer to work independently	89	1	5	3.42	.902
There are interesting activities in learning	89	1	5	3.55	.769
Can defend his opinion	89	1	5	3.38	.715
It's not easy to let go of what you believe in	89	1	5	3.37	.729
Happy find and solve problems	89	1	5	3.58	.889
Valid N (listwise)	89				

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. It is apparent that students with positive attitude towards modern technology, internet and its unlimited sources , perform better in comprehending English text.

Table 3. Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Before using Quizziz	62.6854	6.31124	89
After using Quizziz	69.5955	10.76476	89

Correlations

		Before using Quizziz	After using Quizziz
Before using Quizziz	Pearson Correlation	1	.006
	Sig. (2-tailed)		.957
	N	89	89
After using Quizziz	Pearson Correlation	.006	1
	Sig. (2-tailed)	.957	
	N	89	89

Based on the correlation table above, we get an rcount of $0.957 > r_{table} 0.070$ using a significance level (5%) so it is stated that there is a relationship between the perspective and reading comprehension ability of students at private high schools in Surabaya, where there is an increase in reading ability before and after media. Quizziz in English learning.

CONCLUSION

This study discovered a link between two variables: students' attitudes regarding the usage of internet-based digital media and their reading comprehension abilities. The findings demonstrate a substantial link between the two variables, indicating that internet-based media was a useful tool in EFL teaching and learning. This study examined each individual's perspective on the use of sophisticated technologies in EFL learning in greater depth. It also looked at how an experiment-based study on technology affected different linguistic skills. These findings are intriguing for future study in EFL teaching and learning. It is strongly advised to use diverse approaches and instruments to achieve new discoveries in future study in order to enrich the existing research outcomes. In conclusion, this study can be used as a reference for similar fields of EFL and modern teaching media.

CONCLUSION

Grounded in ESP theory and the needs-based framework proposed by Hutchinson and Waters (1987), this study emphasises the importance of tailoring English instruction to learners' specific vocational high school environments. The findings reveal that cosmetology students at SMKN 3 Bogor demonstrate a range of English proficiency levels. While most students are at an intermediate level, they still require structured linguistic support, particularly in oral communication. Their limited use of English outside the classroom further highlights the necessity of purposeful, classroom-based language practice.

The needs analysis indicates that speaking and listening are the most essential skills for students' future professional roles, reflecting the

communicative demands of the beauty services industry. Students' strong preference for role play, speaking practice, and collaborative learning is consistent with ESP principles emphasising authentic tasks and contextualised language use. Furthermore, reported difficulties with pronunciation, vocabulary, and speaking confidence highlight the necessity of scaffolding and of progressing gradually from controlled to communicative activities.

Students' feedback following the implementation of the lessons demonstrates that the developed ESP materials were perceived as relevant, appropriate, and effective. The positive responses to visual and practical materials further support ESP theory, which advocates using authentic, multimodal input to enhance comprehension and engagement. Overall, this study confirms that ESP materials designed through systematic needs analysis can effectively address learners' target and learning needs. However, continuous refinement based on student feedback remains essential for optimising learning outcomes.

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