

SCREEN READING VS BOOK READING AMONG UNIVERSITY STUDENTS: A REVIEW OF SELECTED PAPER

Siska Pradina¹, Sri Wahyuni², Lana Hasanah⁴, Almira Hadita⁵, Wella C. Putri⁶

Universitas Lancang Kuning

Siska.fradina17@gmail.com

Abstract

The article aims to review and explore the research conducted by Tim Vandenhoeck entitled "Screen Reading Habits among University Students" that was published in 2013, it tries to understand how students behave in reading books, whether screen reading or book reading from the author's perspective. The populations were 630 students University of Limerick, Ireland. Online surveys were conducted by sending a number of questions about reading habits to students by sending to e-mail. The survey consisted of 10 questions 2 questions related to the age and background of the linguistic respondents and 8 questions related to the habit of reading the screen and paper. He found that the students tend to read books rather than reading screens, there were many students who didn't not know how to use digital annotations on computers, this was evidenced by as many as 87% of students highlighted and underlined a point when reading a book, and 29% students highlighted and underlined points when reading the screen. With the growth of tablet computers and e-readers increasing rapidly, the limitations of students in reading the screen will hinder students from following technological progress. Therefore, the role of educators in providing training in computer use and how to use digital annotations is very important, it can aim to facilitate students in reading the screen to keep up with technological progress.

Keywords: Screen Reading, Book Reading, Strategy, Teaching, Habits

INTRODUCTION

In 2013 Tim Vandenhoeck from University of Limerick published a 10-page article entitled "*Screen Reading Habits Among University Students*. Screen reading is an activity of reading directly from the screen of a smartphone, laptop or computer and doing all activities directly from the screen. On the other hand, book reading is reading through paper or books. According to Burke & Roswell (2008) students who are accustomed to reading computer screens will experience difficulties when reading in book form. When viewed in recent years, many students read the screen rather than reading books, this is evidenced by the skyrocketing number of articles that have been downloaded and increased e-book sales compared to book sales (Wilkinson, 2010). But based on previous research, many students prefer book reading compared to screen reading, they claim that they find it difficult to read from the screen because they do not know how to underline important points or if they want to highlight an important point from the reading.

With the ignorance of students to apply the features provided on the screen, this makes students lazy to read the screen, students prefer to read paper by printing a reading obtained from the internet then students start reading with the paper. For students who are used to reading paper, students will more quickly grasp the information printed, because students know how to make underlines, how to make highlights and how to record important points contained in a reading on paper. Dyson & Haselgrove (2001) said that the speed of screen reading and the speed of book reading were different, He said that screen reading was slower than book reading, because students were not used to reading screens and were more trained from the beginning of reading books. Vandenhoeck in his journal wanted to emphasize that screen reading must be applied to students at the university, at least this screen reading training or training was trained when students began sitting in semester 2. Because with the times and all using technology, he thought there was no need to use paper or reading paper that he thought was boring. Vandenhoeck said in his research that reading from the screen was easier for a second language, because if you read the screen it would be easier to use an online dictionary. Whereas if book reading in a second language will experience difficulties, because it still uses manual dictionaries and is more difficult in transferring from source language to the target language. This will be very easy for someone who already understands how to apply the features available on a computer or smartphone. Because of loss if you can't or don't know how to use these features.

Vandenhoeck also said in his journal that a problem that was considered fatal was that students felt troubled when reading the screen because students did not have the ability to make text annotations. And some studies also say that annotations, highlights, or making underlines are very important features and are very often used when reading the screen by students who have advanced in reading the screen. This is considered beneficial for their reading process. The inability to apply these features will become an obstacle when reading the screen. This article will discuss how students are interested in reading the screen and reading the paper. Then will all of the respondents be seen who are more interested in students, screen reading or book reading?

The subject of this study is an article entitled 'Screen Reading of Habits Among University Students' by Vandenhoeck, it was published in Volume 9, Issue 2, 2013, page 37-47. This study used qualitative methods. In his article the author sends e-mails to all students and they take this survey based on their own volition and without coercion. Finally, the author got respondents who numbered 630 students from different backgrounds. Here the author gives several questions related to screen reading skills. By looking at this article, it can be seen that what percentage of respondents tend to read the screen and what percentage tends to read books. After doing research, it can be seen how the teacher responds to the results of the research, and handling what should be done by the teacher to address the screen reading and book reading.

STRENGTHS AND WEAKNESSES

The selection of the title of this article is not appropriate and not to the point. The title made by the author does not reflect the content or research

conducted. The author made the title "*Screen Reading Habits Among University Students*", but the contents of this journal were more directed to the comparison between screen reading and book reading. We recommend that the title directly point to the content to be discussed, this will make the reader feel confused when reading the title listed. The reader will think that by reading this title only the screen reading habits of the students examined, but it turns out the writer wants to convey how to read a reading among students.

The contents presented in the abstract are very concise and clear. There mentioned what was the background of this article was made, then the purpose of this article or the purpose of the research, how many respondents were targeted by this study, and the advice given by this article for future research. The only shortcomings in the abstract are not displayed keywords or keynotes, some abstract keynotes should be included to make it easier for the reader.

In the introduction, the writer opens the sentence with a survey and looks at the fact that there is a drastic change in the field of reading, first reading through paper but over time now reading can be through media technologies such as computers and smartphones (p. 37). The introduction is also supported by many references based on experts. The author makes a statement not based on essays but based on research that has been done before, this is very good because it can convince the reader to trust and make the reader more confident with the article.

Then in the literature review, the writer presents it in detail and clearly. The interesting thing in this section is that the help of an online dictionary is very helpful for understanding. Because in a reading with a different language the online dictionary is very helpful, this has been carried out a survey of 5000 English students (p. 38). In this section the author very detailed explains the difference between reading the screen and reading paper. What are the advantages and disadvantages of screen reading and books reading? Here the author states that students still seem to be fixated on the habit of reading paper, because according to students reading paper is easier and simpler to understand (p. 39). The author sees this as apparently students are still reluctant to accept that reading the screen is actually more efficient and more enhancing students' abilities. We should agree with the author's opinion on this matter, because nowadays everyone uses sophisticated and automatic technology that is all screen-based, sending letters with a smartphone or computer, no longer using letters on paper. Screen reading habits must be applied to the progress of the nation.

Next is page 39 of the methodology section, in this section the author clearly explains what method was used in this study. The drawback here is the number of respondents who took the survey. The survey should be conducted with more respondents. Here the author only examines or surveys 630 students. This seems too little for a survey. But besides that, the methods used and how the survey activities are carried out are clearly and easily understood by the reader.

Next on the next page is results, the author makes the results of the study by using the table as the final result. This is very interesting and very easy for the reader to understand. With the table of readers it will be easier to see how the comparison of results between All respondents and non-native speakers. With this

research, it can be seen that students have difficulty reading the screen because they are still confused to use the features on the computer. Here only special training and teaching is needed to apply or develop students' abilities in reading the screen. Because this is very important to keep up with the times.

Next is on discussion, in the discussion section the author makes it very clear. The author found a central finding in this study that students would rather read academic journal articles through paper than through screens (p. 41). In this discussion section, it was also discussed that the techniques used by 87% of respondents were highlighting manuals or underlining printed articles. It can be concluded that students use more manual methods than they do directly on the screen.

Furthermore there are interesting things here, namely the authors write implication and teaching suggestion. It is interesting because after an investigation, the author immediately gave a suggestion for teaching related to the screen reading habits. To improve students' ability to read the screen, the teacher's role is very important, a teacher must understand what the students complain about and as much as possible the teacher must help students to overcome difficulties in using features in reading the screen. In implication and teaching suggestion it has also been briefly explained how and what teachers should do to develop their students' abilities.

FLAWS

A prominent problem in this article is the lack of students' ability to apply the features contained in computers and laptops. Because of that students become accustomed to reading paper and doing reading activities manually. Chun (2001) says that online dictionaries have an important influence on increasing the understanding of a text, especially readers who are less capable. If students still maintain the habit of reading paper, they will find it difficult to use a manual paper-shaped dictionary. It will be difficult to understand a reading. Chou (2011) also conducted a similar previous study with 5 EAP students and identified the same preferences in reading paper, especially if done in a second language. Rose (2011) said that she had conducted research by interviewing 10 native speakers students and found that in general they preferred to read paper rather than reading the screen, because some of them did not have the ability to make annotations.

By doing this research, it will at least change the habits of students who read paper and switch to reading the screen. This can be believed with an action that is after the writer conducts research the author also gives advice to the teachers to provide training to students about how to easily read the screen and leave the old habit of reading paper.

CONCLUSION

With this research, it can be seen that not many students are accustomed to reading screens, they prefer to read paper and do manual methods. Over time this cannot be tolerated, because more and more people will use technology in all their

activities. If students are used to reading paper and using manual methods, they will miss out on getting information.

To overcome this problem, the teacher should provide training to first-year students. With this training, students will be more familiar with the features contained in the computer and they will be easier to read the screen. From the results of a study conducted by Tim Vandenhoeck that as many as 74% of participants were more likely to read paper and the rest they tended to like to read the screen.

At least with this research, it can be seen how many students tend to read the screen and how many tend to read the paper. Thus the teacher will find it easier to provide training and provide direction for those who still use the manual method. It's not easy to change someone's habits, but how to read the screen is very necessary to face this sophisticated era.

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