USING DIGITAL SKILL IN ENHANCING STUDENT'S READING PERFORMANCE

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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara kinerja membaca siswa dan keterampilan digital dalam pembelajaran blended. Peneliti menemukan bahwa hubungan antara kemampuan membaca dan keterampilan digital secara blended adalah adanya proses pendidikan yang terjadi, yaitu proses belajar dan mengajar pengetahuan. Dengan memanfaatkan teknologi dengan baik dapat membantu tingkat minat baca siswa karena sebagian besar siswa lebih banyak membaca dan mencari tahu informasi melalui handphone. Dan dalam memanfaatkan teknologi dengan baik juga memberikan dampak yang begitu signifikan terhadap proses belajar siswa. Selanjutnya, berdasarkan angket yang telah disebar menunjukkan bahwa siswa mampu menyalurkan dan meningkatkan kemampuan membaca mereka melalui media digital dengan penguasaan keterampilan digital yang mendukung dan hanya sedikit dari mereka yang tidak kurang mampu memaksimalkan keterampilan digital dan membaca mereka. pertunjukan.

***Kata Kunci**: Keterampilan Digital, Reading Performance, Pembelajaran blended, Pendidikan Bahasa Inggris fakultas sastra universitas Muslim Indonesia*

Abstract

The research aimed are to find out the relation between student's reading performance in blended learning. The researcher found that the relationship between reading performance and digital skills in blended learning is the existence of an educational process that occurs, namely the process of learning and teaching knowledge. By making good use of technology, it could be able to help the level of interest in reading students because most students read more and find out information via cellphones. And in utilizing technology properly it also has such a significant impact on the student learning process. Furthermore, based on the questionnaires that have been distributed, it shows that students are able to channel and improve their reading performance through digital media with mastery of supporting digital skills and only a few of them are not less able to maximize their digital skills and reading performance.

Keywords: Digital Skill, Reading Performance, Blended Learning, English Education, Faculty of letter, Universitas Muslim Indonesia

INTRODUCTION

Digital literacy is the knowledge and skills to use digital media, communication tools, or networks to find, evaluate, use, create information and use it in a healthy, wise, intelligent, accurate, and law-abiding to encourage communication and interaction. in everyday life, digital competence means the ability of a person to use computers and network devices correctly and sensibly. Literacy becomes very important because through literacy, a person refines his or her academic ability and knowledge, and that corresponds to the very essence of education (Syamsu, A. 2017). The essence of education is to make a true learner and to acquire knowledge love. Literacy is an indicator of the consumption of information and knowledge in modern times. It is undeniable that in this modern age, the standard of success is determined and influenced by literacy. Digital competence is the interests, attitudes and skills of people who directly use digital technologies and communication tools to access, manage, integrate, analyze and evaluate information, build new knowledge, create and to communicate with others. According to Elpira (2018); Syamsidar., *et. al.* (2023) in the Effects of Implementing Digital Literacy on Improved Learning, digital literacy is a person's ability to apply functional skills to digital devices to enable a person to find and select information and think critically, communicate effectively, creative, and collaborative. In the educational context, good digital literacy also plays a role in the development of professional knowledge by encouraging students' curiosity and creativity.

Education is a process of learning and teaching where there are those who give knowledge and receive knowledge. One of the forms of humanizing human is by exploring the competence of each person from various aspects to create human beings who have character and know their abilities and are able to develop their own potential well. Therefore, education is one area that is very important to shape the character of society. Education is a basic need for humans, because with education humans can know everything that they do not know. Judging from its meaning, education is not merely sending children to school to gain new insights or gain knowledge, but education has a broader meaning. A child will grow and develop well when he or she receives a comprehensive education, so that he or she will later become a useful human being for society, state, and religion. Education is a very important human need, this happens because it has the role of cultivating human resources for the development of the nation and the state. The tradition of teaching and learning has also changed rapidly. Various teaching models have been enacted to the effectivity of the teaching process to reach and respond to the challenges of the time (Eric, 2013; Hanafi, Y., Hadijah., 2021).

Reading is one of the four language skills (Mansyur, U., Rahmawati, S., Muhajir., 2023). Language skills in the school curriculum include speaking, listening, writing and reading skills. Thus, it is appropriate that students engage in reading activities that are based on need rather than coercion. If students read on demand, they will get all the information they want. On the other hand, if students are forced to read, the information they receive will not be optimal. Reading is a complex skill which is not just looking at written symbols. A reader mobilizes several types of skills in order to understand the material that is being read. Readers attempt to make the symbols they see to emerge as significant symbols for them. It is an important skill as it can improve students' ability to acquire knowledge about the world. Furthermore, it is one of the activities to understand the author's ideas in order to communicate with the readers and it can expand the student's knowledge of any skill. Students will achieve all of these goals as they understand and comprehend the text being read. Comprehension also occurs when new information interacts with

old information already stored in your memory. Reading is the decoding and understanding of text for the specific purposes of the reader (Hasyim, I., Syarifuddin, S., 2021; Sulaiman, R. 2021). At school, students will be stressed to read because students who are proficient at reading will be able to communicate. Reading instruction should aim to develop students' reading comprehension. Readers engage in constructive processes to make the text make sense. Therefore, it is necessary to have the knowledge of the existing material through an appropriate strategy to guide the students for easier understanding.

Rosalita., (2021); Yunus, M., Taslim., (2017) in her research The effect of the Blended Learning Implementation on Students' Learning Achievement in Reading Skill. The purpose of this study was to determine whether there was an effect of the Blended Learning Implementation on students Learning Achievement in Reading Skill. The writer decided the number of samples was 32 SMKN 5 students in Bengkulu city to be used as samples in this study. This study used a quasi-experimental time-series design to collect research data using pre-test and post-test. The value of the post-test was 75,03 which was higher than the average value of the pre-test that was 62,97. It is understood that the Blended Learning method has a significance effect of the students' achievement in Reading Skill. Between students after being given the treatment of Blended Learning Method in Reading Skill and have not been given treatment. The researcher found it was interesting to see how students are easily bored reading through books more quickly than reading through cellphones. This phenomenon triggerred the researcher's interest in examining the relationship between reading performance and digital skills in blended learning especially for the third semester of university students. Furthermore, the researcher was also interested to understand the impact of the relationship between reading performance and digital skills in blended learning on the development of education in Indonesia nowadays.

METHOD

This research was conducted by employing descriptive qualitative method. The data that used collected with this method available in the form of an oral or written description of the research object. The researcher took 8 students from each class. the reason the researcher took the 21 batch as a sample was because it is still relevant to the covid 19 pandemic which required the implementation of online lectures in recent years. Data Collection the researcher conducted interview to gain data from informants. Data reduction was used to allow data to be classified to get actually needed and valid data. When presenting data, the researcher used short descriptions. According to Sugiyono (2018), data presentation in qualitative research can used brief descriptions, flowcharts, etc. The researcher used a short description so that the data acquired from the research activities was able to be absorbed with relative ease.The last phase of the data analysis process is to draw conclusions from the data. Therefore, the information acquired from the data collection activities can be drawn to a conclusion. Therefore, the research data can be used to draw research conclusions.

FINDINGS AND DISCUSSION

In these findings, the researcher presents data collected from the results of interviews and distribution of questionnaires at the Hajj Sudiang hostel. The results are based on the experience that has been experienced by students of class 21 in English education during lectures. The researcher also presents the results and the discussion. In these results, the researcher presents the

data found from interviews and the distribution of questionnaires via the Google form. During the discussion, the researcher discussed the data contained in the questionnaire using the theory from the previous chapter.

The Relation between Student's Reading Performance and Digital Skill in Blended Learning

Based on research conducted by researchers by collecting data through interviews and distributing questionnaires to English language education students' batch 21, to find out student income related to the relationship between reading performance and digital skills in blended learning.Students consider reading performance as a very effective aspect in education especially for students to accelerate their understanding in learning this was in line with one of the students interviewed.

> *"Reading performance menurut saya sangat efektif dikalangan pendidikan utamanya bagi siswa muda yang sedang belajar karna di reading performance diajarkan bagaimana cara untuk mengembangkan tujuan utamanya dalam membaca yang cepat serta mengepresikan atau menerapkan sesuatu yang telah dibaca atau dipelajari"* (Interviewed in 27 January 2023).

According to the informant, reading performance is very effective in education, especially for young students who are studying because reading performance is taught how to develop its main goal in reading fast and expressing or applying something that has been read or learned. Reading performance is also effective in ongoing learning and has a good impact on learning.

> *"Di reading performance siswa bisa mendapatkan hasil yang sempurna dalam pelatihan suara seperti efek suara, kecepatan dan kelebihan membaca, bisa merespon dari buku yang dibacakan. Setelah semuanya telah dilakukan ada sesi diskusi antar siswa didalam reading performance."* (Interviewed in 27 January 2023)

According with the income of the sources above. In reading performance students can get perfect results in voice training such as sound effects, reading speed and excess, being able to respond to the books being read. After everything has been done there is a discussion session between students in the reading performance. In addition there are students who give the opinion that reading performance in lectures is irrelevant to learning because students are no longer interested in reading.

> *"menurut saya reading performance dalam perkuliahan tidak terlalu berjalan dengan baik, krn seperti yang kita ketahui tingkat minat membaca mahasiswa tidak terlalu tinggi (malas membaca) terutama dalam membaca jurnal dan handbook lainnya."* (Interviewed in 27 January 2023).

According to the source, reading performance in lectures is not going well, because as we know, students' interest in reading is not too high (lazy to read), especially in reading journals and other handbooks. To be able to use digital devices, it is required that students have the skills to operate digital devices in blended learning.

> *"Digital skill adalah bagian dari adanya kemampuan seseorang dalam memahami, mengetahui, sekaligus untuk mampu dalam mempergunakan perangkat keras dan lunak serta sistem operasi digital untuk mempermudah pekerjaan dan mengefesiensi waktu yang dalam dunia pekerjaan."* (Interviewed in 27 January 2023)

According to the informant, digital ability is part of a person's ability to understand, know

and use the hardware, software and digital operating system to make operations easier and more efficient work on time. World of work. In line with the opinions of the sources above, there are also opinions from students digital is a skill that someone has and knows the purpose of being digital in blended learning.

> *"Digital skill bagaimana seseorang menggunakan internet dengan keahlian dan pemahaman yang akurat, serta tau tujuan dan manfaat dari penggunaan digital."* (Interviewed in 27 January 2023)

According to the sources Digital skill is how someone uses the internet with accurate expertise and understanding, and knows the purpose and benefits of digital use. In supporting learning reading performance is closely related to digital skills because it is very helpful in the student learning process in saving time.

> *"hubungan reading performance dan digital skill yaitu adanya proses pendidikan yang terjadi yaitu proses mempelajari dan mengajar pengetahuan. Dengan dimanfaatkannya technology dengan baik, bisa saja dapat membantu tingkat minat baca mahasiswa krn sebagian besar banyak mahasiswa lebih banyak membaca dan mengetahui informasi melalui handphone."* (Interviewed in 27 January 2023)

According to the opinion of the source, the relationship between reading performance and digital skills is that there is an educational process that occurs, namely the process of learning and teaching knowledge. By making good use of technology, it could be able to help the level of interest in reading students because most students read more and find out information via cellphones. In addition, there are students who give the opinion that the relationship between reading ability and digital skills is that there is more interest in reading through digital than through books.

> *"Hubungan antara Reading performance dengan digital skill sangat berkaitan besar karena jaman sekarang banyak orang yang lebih tertarik membaca lewat gadget seperti handphone dan laptop dan computer"* (interviewed in 27 January 2023)

According to the informant, digital capability is part of a person's ability to understand, know and use the hardware, software and digital operating system to make the process easier and more efficient work on time. World of work According to the informant, the connection between reading performance and digital skills is closely linked, as many people are now more interested in reading via devices such as mobile phones, laptops and computers.

Based on the good responses from batch 21 of English Education Department student interviews, it is clear that it achieves the best results because it is a mix of online student activities and out-of-order learning. Better learning results. Understanding the relationship of each learning activity in terms of how it is delivered is very important if we are to develop robust blended instructions. In addition, it must be emphasized here that this is an average this study that is proven Students are more likely to use digital devices and learn through digital media. Therefore, Blended Instruction can be expected to be more than effective to teach reading compared to traditional reading strategies. Finally, it is important to reiterate that it is not strictly the combination of face-to-face and online teaching that makes blended teaching the "best of both worlds" as is commonly implied Literature – is the right combination, which isn't. In fact, mismatches between delivery types and potential learning activities make blended instructions the worst of both worlds. Throughout this paper, we have argued that strong blended instruction comes only with a solid understanding of the strengths and weaknesses of both online and face-to-face formats (Alberth,

2019). The second discussion is about the results of the student survey. In this case, the author wants to know the students' answers on the relationship between reading Performance and digital skills based on the questionnaire published by (Monggilo et al. 2021).

First, student responses that students are highly capable of using devices to access the internet are code 5 (50%), students stated that they were very capable of code 4 (22.2%), capable of Code 3(16.7%), and students less capable afford code 2 (0%) Students prefer incapable to use access devices to access the internet with code 1 (5.6%), based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning. Second, student responses that students are highly capable of using code 5 information search engines (33.3%), students stated that they were very capable in code 4 (27.8%), capable Code 3 (33.3%), and less capable to code 2 (5.6%) Students prefer incapable to use an access device to access the internet with code 1 (0%), based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning. Third, student responses that students are highly capable of finding information on the internet through various code 5 applications (11.1%), students stated that they were very capable at code 4 (50%), capable Code 3 (27%), and less capable get code 2 (0%) Students prefer incapable to use an access device to access the internet with code 1 (5.6%), based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning.

Fourth, student responses that students are highly capable of selecting information according to the needs of code 5 (33.3%), students stated that they were very capable at code 4 (38.9%), capable Code 3 (22.2%), and less capable get code 2 (5.6%) Students prefer incapable to use an access device to access the internet with code 1 (0%), based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning. Fifth, student responses that students are highly capable of selecting information that does not fit the requirements of code 5 (50%), students stated that they were very capable at code 4 (22.2%), capable Code 3 (27.8%), and less capable get code 2 (0%), students choose incapable to use an access device to access the internet with code 1 (0%), based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning. Sixth, student responses that students are highly capable of deleting information that does not meet the requirements of code 5 (27.8%), students stated that they were very capable at code 4 (50%), capable Code 3 (16.7%), and less capable get code 2 (0%), students prefer incapable to use an access device to access the internet with code 1 (5.6%), based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning. Seventh, student responses that students are highly capable of understanding written information according to the language used code 5 (16.7%), students stated that they were very capable at code 4 (44.4%), capable Code 3 (16.7%). and less capable get code 2 (0%) Students choose incapable to use an access device to access the internet with code 1 (0%), based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning. Eighth, student responses that students are highly capable of understanding the symbols and emoticons used code 5 (16.7%), students stated that they were very capable at code 4 (44.4%), capable Code 3 (33.3%), and less capable get code 2 (5.6%), students prefer incapable to use an access device to access the internet with code 1 (0%),

based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning.

Ninth, student responses that students highly capable to understand video, code 5 (27.8%), students stated that they were very capable at code 4 (22.2%), capable Code 3 (44.4%), and less capable get code 2 (5.6%), students prefer incapable to use an access device to access the internet with code 1 (0%), based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning. Tenth, student responses that students are highly capable to disseminate information in accordance with the target message, code 5 (16.7%), students stated that they were very capable at code 4 (22.2%), capable Code 3 (44.4%), and less capable get code 2 (16.7%), students prefer incapable to use an access device to access the internet with code 1 (0%), based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning. Eleventh, student responses that students are highly capable to determine the suitability of messages with media applications, code 5 (16.7%), Students stated that they were very capable at code 4 (22.2%). capable Code 3 (50%), and less capable get code 2 (11.1%) Students choose incapable to use an access device to access the internet with code 1 (0%), based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning. Twelfth, student responses that students are highly capable to disseminate information with properties, code 5 (44.4%), message students stated that they were very capable at code 4 (16.7%), capable Code 3 (33.3%), and less capable get code 2 (5.6%) Students prefer incapable to use an access device to access the internet with code 1 (0%), based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning.

Thirteenth, student responses that students are highly capable to write in digital media, code 5 (27.8%), message students stated that they were very capable at code 4 (33.3%), capable Code 3 (38.9%), and less capable get code 2 (0%) Students choose incapable to use an access device to access the internet with code 1 (0%), based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning. Fourteenth, student responses that students are highly capable to make photo or image messages on digital media, code 5 (22.2%), message students stated that they were very capable at code 4 (38.9%), capable Code 3 (33.3%), and less capable to get code 2 (5.6%), Students prefer incapable to use an access device to access the internet with code 1 (0%), based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning. Fifteenth, student responses that students are highly capable to make video messages or in digital media, code 5 (16.7%), message students stated that they were very capable at code 4 (33.3%), capable Code 3 (44.4%), and less capable get code 2 (5.6%), Students prefer incapable to use an access device to access the internet with code 1 (0%), based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning. Sixteenth, student responses that students are highly capable to understand the purpose of information based on the format, code 5 (27.8%), message students stated that they were very capable at code 4 (55.6%), capable Code 3 (44.4%), and less capable get code 2 (0%), Students choose incapable to use an access device to access the internet with code 1 (0%), based on the

percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning. Seventeenth, student responses that students are highly capable to link information with the purpose of the message maker, code 5 (16.7%), message students stated that they were very capable at code 4 (33.3%), capable Code 3 (44.4%), and less capable get code 2 (5.6%), students choose incapable to use an access device to access the internet with code 1 (0%), based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning.

Eighteenth, student responses that students are highly capable to identify the existence of a diversity of meanings, code 5 (11.1%), message students stated that they were very capable at code 4 (38.9%), capable Code 3 (38.9%), and less capable get code 2 (11.1%), students choose incapable to use an access device to access the internet with code 1 (0%), based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning. Nineteenth, student responses that students are highly capable to contribute to online communities, code 5 (22.2%), message students stated that they were very capable at code 4 (22.2%). capable Code 3 (44.4%), and less capable get code 2 (11.1%), students choose incapable to use an access device to access the internet with code 1 (0%), based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning. Twentieth, student responses that students are highly capable to manage forums or groups in online communities, code 5 (22.2%), student messages stated that they were very capable at code 4 (22.2%), capable code 3 (50%), and less capable get code 2 (5.6%) students choose incapable to use an access device to access the internet with code 1 (0%), based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning. Twenty-first, student responses that students are highly capable to create forums or groups in online communities, code 5 (16.7%), student messages stated that they were very capable at code 4 (27.8%), capable Code 3 (44.4%), and less capable code 2 (0%), students choose incapable to use an access device to access the internet with code 1 (5.6%), based on the percentage results from the questionnaire above, the researcher can conclude that digital skills are closely related to reading performance in blended learning.

Based on the results of presentations through questionnaires that have been distributed to students majoring in English education batch 21. the researcher sees that in the rapid development of technology in Indonesia and the boredom of students learning through books and more interest in using digital media to make it easier to complete work in learning, therefore the researcher concludes that it is clear that student reading performance and digital skills in blended learning are very related and can it is said that students really need digital media and learn from the 2020 experience, learning in Indonesia and even around the world is hindered by disease outbreaks, so the solution to that is blended learning. Blended is the answer to complaints from students who are burdened with having to buy books that are so expensive with blended learning everything can be accessed online and easily obtained without having to work hard to find and pay a lot of money to get the book. From the percentage results above, it can be proven from the number of people who are capable of operating digital media.

CONCLUSION

Based on the results of the research above researchers can conclude as that the relationship between reading performance and digital skills in hybrid is the existence of an educational process that occurs, namely the process of learning and teaching knowledge. By making good use of technology, it could be able to help the level of interest in reading students because most students read more and find out information via cellphones. And in utilizing technology properly it also has such a significant impact on the student learning process. Based on the questionnaires that have been distributed, it shows that students are able to channel and improve their reading performance through digital media with mastery of supporting digital skills and only a few of them are not less able to maximize their digital skills and reading performance.

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