CHAPTER II

THEORETICAL REVIEW

A. READING

1. Reading Definition

Reading is the skill or activity of looking for the meaning or the information from the texts, books, etc. Reading is an active process of constructing the meaning of words. According to Brown (2001: 264), reading is a process interrelated with thinking and with other communication abilities listening, speaking, and writing.

Reading skill enables students to access different resources to meet new information, events, situations and experiences (Ozbay,2007: 4). Since this would be a lifelong case, reading skill is crucial due to guiding individuals' activities such as acquiring information, learning and having fun both during the academic life and later. Students can learn how to comprehend themselves and their surroundings and steer their attitudes and behaviors by developing certain emotions and thoughts about the world and life by means of reading skill. When they make a habit out of reading, they can remove the obstacles before the ability to improve themselves further affectively and cognitively (Ari & Okur, 2013)

Reading comprehension is the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writer's message (Snow, 2002: 11, Mikulecky& Jeffries, 1990:3, Johnson 2008:110).

For students reading is a necessary subject because reading is an activity in order to get information from text using eyes and brain to understand what the writer thinks in their writing. It means that the readers always activate their minds to get meaning and information while interacting with the written text. According Clarke et

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al (2014:09) reading can be a transformative experience influencing the thinking and learning of the reader.

According to Tarigan (2008:7) states that reading is a process carried out and used by a reader to acquire a message which is conveyed by a writer through words that could be seen and known by the reader. Based on all the definitions above, it can be concludde that in general reading is an activity of getting the meaning or information and also a process interrelated with thinking and with other communication abilities such as listening, speaking, and writing.

2. Kinds of Reading

Harmer divides reading into two kinds or type, there are extensive reading and intensive reading

a. Extensive Reading

Brown (1989) explains that extensive reading is carried out "to achieve a general understanding of a text."

Long and Richards (1971, p.216) identify extensive reading as "occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words."

Extensive reading involves learners raeding texts for enjoyment and to develop general reading skills. It can be compared with intensive reading, which means reading in detail with specific learning aims and tasks.

The term refers to reading which students do often but exclusively away from the classrooms.

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Based on all the definitions above, so extensive reading is a type of reading thataims to achieve a general understanding of a class, provide pleasure when reading and to develop general reading skills, this reading activity can be done inside or outside the classroom.

Characteristics:

Day and Bamford (1980) put forward ten characteristics identified in successful Extensive Reading Programs. They are duplicated (in abbreviated form) below:

a) Students read as much as possible.

b) A variety of materials on a range of topics is available.

c) Students select what they want to read .

According to Walter, Widdowson, and Williams in Richards (1998:54)Extensive Reading has some materials:

a) Reading more than one text on the same topic allows students to bring more background knowledge to each new text read.

b) Authentic materials such as newspapers, magazines, that are related to the second language culture

c) Stories and articles chosen by the teacher, with the following guidelines:

- The style should include repetition, without being monotonous.

- New vocabulary should not occur at the same place as difficulties of structure.

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- The text should break in sections that are not too long. This is to give the reader a feeling of accomplishment when completed.

- Authors should be chosen with less complex structure and less extensive vocabulary range.

According to Long and Richards (1971, p.216) the advantages and disadvantages of Extensive Reading are :

The Advantages :

The students may:

a) Develop a "reading habit"gain more confidence in reading

b) Improve their attitude towards reading and become more motivated to read

c) Feel more autonomous over their own learning and more likely to take more initiative.

d) Become more " independent readers", being able to read for different purposes and being able to change reading strategies for different kinds of texts

e) Become more aware of what's available to them to read and how to access materials

f) Expand sight vocabulary

g) Acquire "incidental" grammatical competence - that is, it may be acquired even though it was not directly taught

h) Build background knowledge

i) Increase reading comprehension

j) Improve overall language competence

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k) Be more prepared for further academic courses because they have read large quantities

The Disadvantages :

a) An Extensive Reading program may be costly and time-consuming to set up if materials are not already available. It may be difficult to get support from the Administration.

b) Students need to have easy access to texts within their language proficiency level. An Extensive Reading program is easiest to establish when the students have a high level of second language proficiency. For intermediate levels, students require a specialized library within their language proficiency range. They need texts they can read without great use of a dictionary.

c) It may be difficult to keep students challenged to read more difficult texts as the program continues. Some established programs use a "weighing scale" for students to record materials read, giving more "marks" for materials read at a higher level. Although this has proven to be a motivating or competitive factor in some cases, in others it becomes counterproductive if students try to read texts that are more difficult than they can manage and consequently become discouraged.

b. Intensive Reading

Brown (1989) explains that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical

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relationships, and the like." He draws an analogy to intensive reading as a "zoom lens" strategy .

Long and Richards (1987) say it is a "detailed in-class" analysis, led by the teacher, of vocabulary and grammar points, in a short passage." Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success of "Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted.

Intensive reading involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills and detailed in-class" analysis, led by the teacher, of vocabulary and grammar points, in a short passage.
It refers to the detailed focus on the construction of reading texts which takes place usually but not always in classrooms. So, it can be concluded that intensive reading is the type of reading thathas big attention to grammatical forms, discourse markers, and other surface structure details
For example : the learners read a short text and put events from it into chronological order.

According to Hedgecock and Ferris (2009:161), there are characteristics andbenefits of intensive reading include the following:

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- The texts to be studied are selected by the teacher (perhaps with inputfrom the students,

- All students read the same text at the same time and complete in-classor out-of-class exercise and assessments designed or assigned by the teacher,

- The teacher highlights specific linguistics features and contentdimensions of the text, introducing and reinforcing selected readingstrategies through whole-class instruction and activities, and

- Assessment of student comprehension, reading development, andreading efficiency is facilitated by the fact that all students worksimultaneously with the same text and activities.

3. Purposes of Reading

The main purpose in reading is to seek and acquire the information involving the contents of reading and understanding the meaning of reading text. Tarigan (2008: 9) said that there are some important things about the aim, as follow:

a. The readers try to find or know the experience of someone what he has done or something that happens to him or the way how to solve his/her problems.

b. Reading for main idea

The readers try to know what the topic interest and the problem of the story.

c. Reading for Sequence or Organization

The reader try to know what happens in each part of stories, action, etc

d. Reading for Inference

The readers try to find out the conclusion from the action or the idea in the text.

e. Reading to Classify

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The readers try to classify some information or actions of the writer in the text or paragraph.

f. Reading to Evaluate

The reader try to evaluate what the writer has done or what he try to explain in his paragraph.

g. Reading to Compare or Contrast

The reader compares the plot of story or content, whether have similarity with him or even contrast.

From the purpose above, reading have important role for the readers. It can be conclude that reading as organizing and study also for a general impression. Moreover, we can know that reading as learning content.

4. Models of Reading

While reading the texts, there are mental processes occurring inside thereaders' thought. In general, there are three models of the processes: bottom-upmodels, top-down models, and interactive models. Here I present some of theexplanation provided by the experts.Grabe (2011) categorizes those three models as metaphorical models.Metaphorical model provides a metaphorical interpretation of many processesinvolved in reading comprehension (cited in Grabe, 2009; Hudson, 2007;Urquhart and Weir, 1998). The explanation about three kinds of metaphorical models is provided as follows:

1) Bottom-up Model

In bottom-up processing, readers have to recognize linguistic signals such asletters, morphemes, syllables, words, phrases, grammatical cues, discoursemarkers and impose them with their linguistic data-processing

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mecahnisms(Brown, 2001:299). Recognizing linguistic signals is categorized as lower-levelreading processes (Hedge, 2007). In other words, readers get the meaning of thetexts starting from the smallest elements to acvhieve comprehension of what isbeing read (Anderson in Nunan, 2003). Intensive reading activities are included inthis process.

2) Top-down Model

Top-down model requires readers to make use their background knowledge tomake prediction and inference in order to understand the reading texts (Goodman1970, in Brown, 2000). The process is the opposite of bottom-up model. Readersstart with the largest elements and work down towards smaller elements to buildcomprehension of what is being read (Anderson in Nunan, 2003:71). Extensivereading activities are involved in this process. According to Nation (2009),extensive reading is a form of learning from meaning-focused input. Day andBamford (1998, in Nation, 2009) characterize extensive reading as "involving alarge quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed.

3) Interactive Model

This model is the integration between elements of bottom-up model and topdownmodel. Murtagh (1989, in Nunan, 2003) considers this combination as thebest model. It effectively connects important aspects of bottom-up and top-downprocesses. In comprehending the texts, readers have to consider the essentialelements of linguistic signals in the texts and use their background knowledge tocreate a strong concept of what is being read in their minds. This model alsoencourages readers to be more conscious of the

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strategies in comprehending thetexts. Intensive and extensive reading activities are involved as activities that areable to use (Grabe and Stoller, 2011:26).

5. Teaching Reading

Teaching reading foreign language has special characteristics. In general, theaim of reading lesson is to enable students to deal with texts in foreign language atappropriate speed, silently, and with adequate understanding (Nuttal, 1982:21). Itis important to take into account that the teachers are not trying to put somethinginto the students' head, but to get them to make use of the knowledge they alreadyhave in order to acquire new messages (Nuttal, 1982:21).

According to Sadoski (2004), there are three domain-taxonomy of learningthat become the goals of teaching in general: cognitive goal, affective goal, andpsychomotor goal. First domain is the cognitive domain which means the domainof intellectual skill including the recall or recognition of information, thecomprehension of information, and the development of logical and rationalthought skills such as analysis, synthesis, and evaluation (Sadoski, 2004:44).Second, the affective domain that is the domain of attitudes, interests, values,appreciation, and life adjustment. Third, the psychomotor domain is the domain ofthe mind and the body working together to produce physical performances.In teaching reading context, Sadoski (2004) does not put psychomotordomain because it is mainly related to learning special skill in special situation.

The teacher must pay attention to the criteria of good reading passagesin the selection of their materials. First, the material should be appropriatewith the grammatical norms of the language being learned. The materialmust also be suitable according to native society. Second, the materialshould fit the objectives of the teaching and the students' ability andinterest. Next, they should be based on the

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knowledge which has beenfamiliar with the students. The contents of the materials should be suitablewith the students learn.

B. ONLINE BOOKS

1. The Definition of Online Books

According to Armstrong et al (2002, p. 217) Online books is any piece of electronic text regardless of size or composition (a digital object) made available electronically for any device (handphone, computer etc).In 2003, the International Encyclopedia of Information and Library Science updated its definition continuing to use the book-analogy approach, although this definition does not seem to be widely known: The result of integrating classical book structure, or rather the familiar concept of a book,with features that can be provided within an electronic environment is referred to as an online book (or e-book), which is intended as an interactive document that can be composed and read on a computer (Landoni, 2003, p. 168).From the definitions above, online book is Online books is any piece of electronic textwhich is intended as an interactive document that can be composed and read on a computer

Online book characteristics from the perspectives of users and libraries compared to traditional print books, online books have the potential to offer to the library users the following key benefits: browsing, keyword searching within a book and across a collection of books, customizable search interfaces, extracting, comparing, and assessing relevance and quality of information presented. They can also incorporate other features such as hyperlinks, bookmarks, annotations, highlighting, underlining, linking to other parts of the book or outside resources such as dictionaries and thesaurus, linking of complex multimedia objects

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including movie files and simulations. Interaction among users can be achieved with the enhancement of commenting and chatting tools. Information in an online book can be cut, pasted, printed or saved for later use. The content of e-books is portable and can be easily accessed nearlyinstantaneously by using standard web browsers without any time or geographical constraints.

The downsides for the readers include, lack of standardisation of interfaces which can confuse users, limited number of online books in all disciplines which are mostly in English; and, online book software which does not always seem to be designed in a user-friendly manner. Furthermore, rights management features may prevent users from printing, e-mailing, or sharing online book contents (Microsoft, 2003). On the other hand, libraries benefit from the advent of online books. Digital libraries can eliminate manual and physical processing such as packing, unpacking, shelving and physical circulation of books and also to save cost in the whole acquisition process because of the instant delivery of an ordered online book title. Inaddition, there is no risk of the book being lost, stolen or damaged nor are there any physical space requirements.

Given appropriate licensing models, online books provide concurrent access to heavily used titles. Online books enable libraries to stock a broader range of material in individual subjects and access essential material that is out of print.

2. Types of Online Books

According to Andrew Rhomberg (2013) there are types of Online Books:

a) Serendipitous Discovery

This is stumbling over a book either randomly or in a semi-directed fashion (favorite genre, topic, etc.). This is not searching Google for "find me a

book to read". Rather this is what browsing a book shop or a library shelf is all about.

b) Social Discovery

Sometimes it is friends who discover a book for us; these are books that trusted friends recommend to us through good ol' word of mouth. Increasingly recommendations from our social circle are also happening on Goodreads (recently acquired by Amazon), Readmill, Pinterest, Twitter, Facebook, Tumblr and other social networks.

c) Distributed Discovery

We make many discoveries when a book is mentioned in context, be it the review section of a newspaper, on a blog, at a conference, or as a note in another book. Increasingly we find these references link through to Amazon or Goodreads book pages and soon we will see more sophisticated ways of authors, publishers, reviewers and others embedding book samples within context.

d) Data-driven Discovery

Historically the bestseller list is an example of data-driven discovery, the sales figures acting as a filter – "the data" – to help us sort through newly published books. Whilst the traditional bestseller list is not personalized in any way online books provide the opportunity to create a tailored discovery engine as last.fm does for music or Netflix does for movies. This could take the form of a web app or an iPad app that learns from our reading list, and those of our friends', and makes recommendations to us, but is more likely to be embedded into a retail shop front or a reading app.

e) Incentivised Discovery

Be it a promotion, a book giveaway or a review copy, incentivised discovery has been with us for a long, long time. Readers can be tempted by a free book or a bargain. Increasingly we will see data-driven, social or personalized models for incentivised discovery. A free book might only be sent to those identified as influential within a certain niche whilst others have to pay full price, or a discount might only be available if a reader recruits a certain number of friends to also buy the book.

3. The Advantages of Online Books

   According to Mike Harman (2018) there are the advantages of Online Books:

   a) One Device, Many Books

   Online books are portable and lightweight, making it easy to carry around. Instead of carrying multiple bulky books, one online book reader can hold thousands of online books. It saves a lot of space- in your home and in your bag. One does not have to worry about the storage limit.

   A single device is enough to read any number of books you want. Students benefit the most out of it as they do not have to carry a bag full of books every day. It allows the user to store plenty of books on the device, way more than anyone can read in their lifetime.

   b) Accessible Everywhere

Online books can be downloaded and stored for later use. One can carry the online book around and read them whenever they want. Students can go through the learning material while at home and even while travelling. It is convenient for people on the go. Some eReaders come with the option of offline accessibility, allowing people to use it even in the absence of an internet connection.

Unlike printed books which have to be ordered or purchased from the bookstore, with time lost in waiting for delivery or travelling to the bookstore; readers can easily access any online books anytime and anywhere.

c) Easily Updates

The contents on the online books are mostly cloud-based, meaning it can be updated any time. Authors and publishers can always add the up-to-date information, providing users with the latest digital content. This saves reprinting costs and the time involved in the process.

d) Shareable Content

You can share the online book contents with multiple users. The social feature on the online book allows sharing and liking of content, which is not possible with printed books.

You might share a printed book with one person at a time, but an online book can be shared with many people at once. Students can use this feature to collaborate with their peers.

e) Augmented Reality Experience

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Augmented reality has taken the online book experience to a whole new level. Texts and images can now be embedded with an augmented three-dimensional visual which pops up on the user's screen. Readers can view a computer-generated 3D model of the image, which makes reading and learning a much more immersive experience.

The user only has to point the device at the image or text, and an enhanced version of the image will be displayed on their screen.Many educational institutes and organizations are adopting this technology into their online books to enhance user experience. Here's all you need to know about how augmented reality can transform the classroom.

f) Easy on the Eyes

Online books these days come with features where you can adjust the brightness of the screen according to the time of the day and depending upon your preferences.

Many online books even have read in the dark feature, with lights that would not strain your eyes, and neither would they disturb others around you. Users can even change the fonts of the text. They can increase or decrease the size of the font. Basically, online books ensure that your eyes are taken care of.

g) Read Aloud Feature

Online books have been designed with text to speech or read aloud features. This allows people to listen to the online books if they are too busy to read it, for example, while driving, or while doing some chores.

This feature is also helpful for children and adults with a learning disability or with visual impairment. It is also useful to help the user understand how a particular word is pronounced.

h) Interactive Elements

Including interactive features in an online books makes the reading experience a more engaging one. Online books can be embedded with audio and videos. External links can be included to offer additional information.

The user can even bookmark a certain page or find a word in a quick and effortless way. It also allows users to make annotations. There are multiple such interactive features which can be included in order to enhance the overall reading experience.

i) Environment Friendly Option

Online books are environment-friendly. It totally eliminates the paper printing process, saving printing cost for the publishers. Approximately 2.2 million books are published each year, using around 3 million trees.

If these paper printed books were to be replaced with a digital online book, it could save all those trees from being chopped down. Apart from cutting trees, it also adds to the carbon footprint by transporting the raw materials, production process in the mill, and the final shipping.

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All these processes can be eliminated with the help of online books. Thus, online books are better for the environment as a whole.

j) Affordable in the Long Run

Some people might feel that since it is a new technology and new device, the cost obviously would be higher than that of printed books. But, its quite the opposite. Online books cost much less than printed books. Because there is not much pre-production involved like that in printed books.

No paperback covers, no paper printing, no packaging cost, no shipping. So eventually it becomes much cheaper than a printed book. So instead of spending on printed books, one can actually save money by investing in online books. Online books are hence easy on the pockets.

Online books have a lot more to offer than their printed counterparts. Unlike printed books, online books allow users to interact with the content. In a printed book, the maximum a user can do is mark pages or highlight texts.

4. The Disadvantages of Online Books

According to Tian Xiang Yu (2008), there are the disadvantages of Online Books

a) Online Bookscan cost money.

Although some online books are free software programs, the top 10 reviewed readers are all commercial devices that cost money to use. The number one rated reading device, the Kindle 2, costs $259. Of the remaining devices in the top 10, the prices range from the lowest being

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$199.00 to $859.00. This does not include additional costs that surround buying or renting new books directly to the device.

b) Programs need to be compatible with the computer or device.

There are other software programs that can load directly into a computer or handheld PDA. However, with the many operating systems that are out there and computer devices, not all programs are compatible with every computer.

c) Programs need patching for security vulnerabilities.

Three major, free, software programs for E-Booking are Acrobat online bookreaders, Microsoft Reader, and Palm Reader. Any program that is on a computer and can be connected to the internet can be risky to the computer or device by creating vulnerabilities for attackers to exploit. For example, the website bugtraq.com follows new vulnerabilities and bugs reported a vulnerability found in the Acrobat E-Book Reader. Like any program, especially Adobe and Microsoft products, require security patches and updates to protect against these vulnerabilities.

d) Anti-Virus, Anti-Malware and Spyware may change registry information.

Often times, programs similar to SpyBot will alert the user to vulnerabilities and changes to the registry. The registry is the components that allow a program to work. Anytime a software program is updated, the registry entry will change. An alert will pop up via the anti-spyware service, asking if the user will allow the registry change. When a virus is on a program, the registry will try to change, denying it will stop the virus. Often times after an update, allowing the change to the registry will allow the program to continue running, and denying the change will make the

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program malfunction. The user may not understand the change, mistake the update for a virus, and deny a crucial registry change that allows the Online Book reader to work.

e) Not all book formats are compatible with the reader.

Every Online Book reader will allow different formats of text files to be read. Examples of format types are PDF, Word, PDB, HTML, BBeB, etc. Depending on the file type of the book, the reader a user has may not allow it.

f) Online books require power.

Online books are special devices or programs on a computer that allow the user to access the book electronically. There is absolutely no paper involved. If there is a power outage and the batteries die the user will not be able to access the book.

g) Online books can cause eyestrain.

Online books are read on a computer or special device that is viewed on a screen. The screen does not have the same type of resolution like print on paper has.

h) Online books do not have a defined life.

New technologies are always emerging; for example, new computers or hand held devices. Software and hardware can become outdated that contain components that can run a user's online books reader. When upgrading to newer software, the user runs the risk of losing saved books or losing formatting of the document.

i) Online books can be hacked.

Online books are able to connect to the internet to shop for different online books. Hackers are able to use their computers to hack online book readers and online books. People are now pirating online books just as they are able to pirate music.

C. Perception

1. The Definition of Perception

Dealing with perception, it will show the nature someone psychology feature. Many experts have each definition about perception. According to Moskowitz and Orgel in Walgito (2010: 100), perception is an integrated process within individual to the stimulus that is received by itself. Meanwhile, Davidoff in Walgito (2010: 100) says by having perception, the individuals will be aware of the situation and the condition that suround them. On the other hand, Davidoff (1981) and Rogers (1965) in Walgito (2010:100) states that because perception is an activity that is integrated within the individual, so what is in the individual will actively participate in perception. Based on the explanation above, perception can be expressed through the feeling, thinking ability, and experiences of the individual itself.

2. Factors Affecting Perception

Everyone has a different tendency in seeing the same thing. The difference can be affected by many factors, including the internal and external factor. Salmeto (2010: 54) divides factors that influence the students' perception into two those are:

a. Internal factors

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Internal factor is a factor which comes from inside students . All of the factors include in psychological factor. The explanation of each factor can be seen as follow:

1) Intelligence

J.P. Chaplin as cited in Slameto (2010:55) defines intelligence into three categories, (1) The ability to meet and adopt to novel situation quickly and effectively. (2) The ability to utilize abstract concept effectively, (3) The ability to grasp relationships and to leam quickly.

Intelligence has a very big influence towards reading ability. At the same situation, students who have high intelligence will be easy in understanding the contents of the material while the low intelligence's students will find the difficulty in understanding them.

2) Attention

Attention is an important factor that supports the teaching and learning process. This process will be effective if the students have a good attention during the learning process. In order to get good attention, teachers have to design teaching materials effectively. Teacher also has to be closer to the students so they will understand the material well. Interesting material will make students feel interested in having new information.

3) Interest

According to Hilgard in Slameto (2010: 57) interest is persisting tendency to pay attention to enjoy some activity or content. Interest has a big influence in the teaching and learning process especially in reading, because when students have lack of interest in reading they will lose their desire to study, for that reason a teacher

should be delivering such kind of activity related to the teaching materials based on the students' interest.

4) Aptitude

According to Hilgard in Slameto (2010: 57) aptitude is the capacity to learn. With other definitions, aptitude is the ability to learn. It will develop after they learn and practice certain skills. If teaching material is suitable for students' aptitude they will motivate them to study hard.

5) Motive

According to James Drever in Slameto (2010: 58) motive is an effective-conative factor which operates in determining the direction of an individual's behavior towards a goal, consciously.

Making students have a good understanding in reading need many exercises. Students will be easy in understanding the material given by teacher. Finally, students will be able to get a good score in reading.

b. External factors

It is a factor coming from outside of an individual. There are several external factors which influence the students to learn. Those are:

1) Family factor

Family is the first place for children to gét education. Family conditions, parents' affection, and cultural background can influence the students' motivation to learn. Home and family's atmosphere should become a good place for children to read. If parents have a good reading habit, it will affect their children in having a good habit too especially in reading. They will enjoy spare time to read.

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2) School factor

The school factors influencing the students to learning are:

a) Teaching Method

Teaching is an integrated system consisting of component linked closely together. Teaching method is one of the component which can cause whether the students' learning develops or not. In fact, the used of varied teaching methods will increase students' motivation to learn harder.

b) Curriculum

According to Slameto (2010:65) curriculum is a description of the activities that are given to students, the activities are served in learning material so that students can accept, comprehend and also develop the material. Based on the definition, it can be concluded in the curriculum there will be a decision about what should be taught in an institution, classroom, academic department or other instructional situations. A good curriculum must concern about the students` need in teaching reading and what the teacher taught in the classroom.

c) Relationship between teacher and students

Teaching learning process happened between teacher and students. This process is also influenced by the relationship that exit within the process itself. So, the way students leaming is influenced by their relationship. In a good relationship, students will be liked their teacher and also like the lesson taught. So, they will study hard. Whereas, if the students do not like the teacher, they will not like the lesson taught. So, they will not get a good achievement from learning process.

d) Relationship between students

Creating a good relationship between students will give positive effect among students in learning phase. If one of the student happy to read the other students will be unaffected to read.

3. Relation Between Perception and Learning

There is a relation between perception and learning. Kleinke (1978) states that perception is important because is influences the students in learning. When students have good or positive perceptions on the online books that is used in Extensive Reading class, it can lead students to be succesful in learning English. The students will be able to learn the material well. It is needed to attract students' interests toward teaching and learning process. In the contrary, if students have bad or negative perceptions toward teaching media which is applied by the teacher, it lead them to be failed. It will be difficult to find their interests in learning English.

D. **Student's Perception**

Students are the main and the most important resource in the teaching and learning process. According to Ahmad (2009) students' perception is necessary in a teaching and learning situation, it occurs when the teacher interprets a given meaning to stimulate their classroom environment or in the students' classroom behavior. Several past research have shown that thought or perception plays an important part in teaching. Centra (2005) stated that students' perceptions of learning were highly correlated with their overall ratings of teaching effectiveness of the teaching and learning process. Therefore, it can be concluded that the

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effectiveness of teaching and learning process, it can be done not only through assessment tests but also through knowing students' perception.

E. Previous Study

In this research, the researcher summarizes the previous study to prove originality of the research. The first research entitled "A Study of ESL Students' Perceptions of Their Digital Reading" was conducted by John Gilbert (2017) in The George Washington University. The purpose of this study was to gain insight into the online reading strategies ofEnglish language learners in order to explore if there was a need for the English as a SecondLanguage (ESL) profession to teach digital literacy in the language classroom. The participants in this study are the site under study was at a private language school within an urban area of the State ofVirginia located in the United States, there were seven females and one male.

The study was designed to answer the research questions through three sources of data:observation, interviews, and student journal entries. The study shows that the students do apply appropriatestrategies for reading paper-based and electronically generated text, such as reading for detailsand skimming and scanning. However, these skills are only enough for the learner to get bywhen reading online and thus need to be built upon and expanded. The implication here ispedagogical—ESL educators will need to continue to go beyond the strategies the learnersalready know and dig deeper to devise lessons that motivate and encourage students to develop,strengthen, and apply new critical reading strategies.

The second research is entitled "Student Perceptions of Electronic Text Books" was conducted byMatthew K. McGowan, Paul R. Stephens and Charles West (2009) inBradley University. The purpose of this study was to find out student

perceptions of electronic textbooks, differences in student perceptions, and how these perceptions might impact the development and use of electronic textbooks in the classroom.The participants in this study are354 students was conducted in a variety of undergraduate and graduate courses in a college of business.In this research, the researchers want to know if the experience has changed their attitudes concerning e-texts. Further, the researchers want to know from the students' perspectives what they perceive to beproblematic about using e-texts. Finally, discuss whether the disadvantages of e-texts are real or simply a matter of perception brought about by the existing paradigm. Method of this research is survey , the anonymous survey consisted of seven questions and three demographic indicators (gender, age and year in school). The result of this research indicate that students of all ages and experience levels overwhelmingly prefer paper textbooks to electronic textbooks. Eighty percent of the students in our survey would choose a paper textbook over an e-text.

F. Basic Assumption

The lecturers and students need modern learning media as a component in reading class. But, not all them are favorable for the students because their perception of learning media in their reading class may be different from their lecturers.

This research has assumption that the students' perception toward learning media through online books used in extensive reading in English Department of Universitas Muhammadiyah Purwokerto may be positive or even negative one.