

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

The growth of technology allows people to access and read information freely and easily from many resources, including from digital devices. Subsequently, Kurata et al. (2016) simply the idea of digital reading emerges though the utilization of technology defines digital reading as reading a text from electronic devices.

Basically, digital reading share traits with the conventional one. The most obvious difference lies on its medium however various studies conducted that there reading formats have their respective strengths for instance Pardede (2019), claimed that the strengths of printed reading lies on speed, accuracy, and comprehension. In the other hand digital reading presents unique techniques like navigating and surfing. Kurata et al. (2016) found that Japanese people spend 70% of their reading time from digital resources. However, they do not completely erase the use of printed reading resources. In addition, Liu (2012) also found that as digital reading has become today's youngsters' habit, their ability to read digitally are excellent as well as their printed reading skill.

Despite the strengths of digital reading, students still face problems in digital reading. For example, students are likely to feel bored when staring at the screen due to see too many words and paragraphs of the story, not enthusiast to read until the end of the paragraph, low interest in reading, and students' incomprehension in the use of technology for literacy needs.

In line with the statement above, Indonesian students' awareness of digital devices is not high enough. This can affect the students' digital reading comprehension. Based on data from the ministry survey in 2021, the digital literacy index in Indonesia is in the average range with a score of 3.49 points. It means that in the world of education technology, digital reading must be taught to students in order to increase their ability to comprehend information, especially of English text.

Teachers should implement digitally enhanced teaching strategies and revise strategies accordingly. It means that the competence of teacher also influences the student abilities (Redecker, 2017). Teaching digital reading can be done through some techniques. One of them is by implementing mapping words in reading activities. Mind mapping is a method introduced by Buzan (2005), which is a technique to map the mind using the help of visuals and graphics. This technique is well known to create fun classes because this technique is not monotonous. Students can be creative as well as absorb information.

## **B. Problem Formulation**

Based on the background above, the writer formulates the problem question as: "Is mind mapping effective on students' digital reading competence at the tenth grade of one private senior high school in Cilacap.

## **C. The Aim of the Research**

The study is intended to find out the effectiveness of using mind mapping on students' digital reading comprehension, especially for narrative text.

#### **D. Research Contribution**

This research result is expected to provide significant contribution for the following points:

1. Other Researchers

For other researcher, this research contributes on the theories of digital teaching reading methods, especially in using Mind Mapping.

2. Teachers

This research becomes an English teacher's inference in stimulating students to read and understand various genres of text digital reading using mind mapping technique.

