CHAPTER I

INTRODUCTION

In this chapter the researcher present the background, research questions, research purpose, research significances, conceptual framework, and previous study.

A. Background

This research is intended to find out how the roles and attitudes of teachers and students towards the use of digtal platform in reading comprehension activities. In recent years multiple e-learning platforms are used for learning process by teachers and their students in reading comprehension, especially in learning critical reading courses to improve students' ability in critical reading subject.

Critical reading is a reading skill that requires precision with a very high level of thinking in which readers have to use questioning thinking,logical analysis,and inference to assessing an implied meaning of what is read by the reader (Wang&gierl 2011 . The correlation between attitudes through the learning process language in its achievement implies that students' attitudes or behavior towards language learning have a close relationship with students' reading comprehension (Novianti 2016).

Third semester students majoring in English Education Depatrment have a schedule of critical reading course which is usually done offline, but the current condition of the world is hit by the COVID-19 virus pandemic which has resulted in changes in the system in the learning process that prioritizes learning using E-learning platforms. The spread of the Corona Virus-19 has had such a huge impact on the world economy but has begun to fade, but it is starting to be felt by the world of education (Abidah, Hidaayatullah, Simamora, Fehabutar, Mutakinati 2020).

There are several research result concerning digital flatform on learning critical reading. The first study conducted by (Huang 2018) found that the teacher's role decreased during online learning. However, managerial roles emerged that were more instrumental than affective and other roles. Second, it was found that attitude was a significant predictor of how many students wanted to use e-learning as learning media. It could be seen that the attitude of students has a very important role in contributing curiosity in learning through e-learning (Hussein 2016). Third, it was found that there are significant differences in student attitudes that affect face-to-face and online learning experienced by students. It can be seen that there are many differences in attitudes shown by students in the learning process using online learning compared to conventional classes in general (Wong & Fong (2014).

However, this research is different from the previous study. There are several research regarding (Huang 2018), (Hussein 2016), and (Wong & Fong 2014). The first research by (Huang 2018) investigates about measuring the teacher's role in the use of online systems. The second research by (Hussein 2016) investigates about measuring student interest in the use of E-learning. And the third resesrach by and (Wong & Fong 2014) investigates how to deliver conventional methods in online learning. However, this research is different from the previous research. While previous research focus on system, ketertarikan siswa, penggunaan kelas convention di online learning. This research focus on the roles of teacher's and students' attitudes in online learning classroom.

Because of these factors, researchers this study focuses on the role of teachers and students' attitudes towards critical reading learning using digital Platforms. The third study differs in measuring the differences in student attitudes that occur in two classroom situations which are between online learning and traditional learning.

B. Research Questions

The problems in the background formulated in the following questions:

1. What are the roles of the teacher in the critical reading learning process in the classroom by using a digital platform?

2. What are the students' attitudes to learning critical reading by using digital platforms?

C. Research Purposes

Regarding the research problem above, the purposes of this research are:

1. To describe the roles of the teacher on learning critical reading in the classroom by digital platforms.

2. To know how students' attitudes on learning critical reading in the classroom by using digital platforms.

D. Research Significances

This present research is assumed to assist teachers and students in gaining information and helping how the use of e-learning platforms for reading comprehension in critical reading course.The research gives several significances. Practically, the results of this study can help teachers find appropriate and effective teaching and make it easier for students to improve their critical reading skills through the e-learning platform.Theoretically, current research can be used for teaching and learning processes in developing students' critical reading skills.

E. Conceptual Framework

Critical reading is one of the most important skills for every individual, especially for students because through these skill will help the students to think, understand, analyze, and solve the problem in their life now or in the future. Acording to (Wang & Gierl 2011) critical reading is a reading skill that requires a higher level of ability anf thinking than others. Where the readers are required to use questioning thinking, logical analysis, and inference to assess the meaning of what is read.

According to (Bruess 2003), attitude plays an important role in influencing student learning in the classroom. (Wangpipatwong 2008) asserted the intentions and perceptions of using e-learning are influenced by students' attitudes towards computers. In the age of globalization 4.0, the use of e-learning platforms in the teaching and learning process of reading comprehension (critical reading) would greatly help the paradigm of achieving success in learning reading conferencing and improve critical thinking skills in a concise and concise manner. (Mantle-Bromley 1995) stated in the study of psychology stated that attitudes consist of three components such as influence, cognition, and behavior which refers to the level of people's preferences, one's knowledge of the object of attitude, and reaction as well as intentions about each object.

Teacher has 8 roles that can be used in the teaching process such as teachers as facilitators, teachers as resource, teachers as a contollers, teachers as a motivators, teachers as a tutor, teachers as a participants, teachers as organizers and as assessors (Brown & Harmer 2007). However, there is also a large part of the teacher's role which could make conducive situations in the teaching and learning process with an interactive classroom atmosphere. The teacher's roles would depend on the functions he performs in different class activities (Harmer 1983). It is clear that teacher's behavior for different types of activities would be different. According to (Brown & Harmer 2007), it was concluded that some teachers only have one role, but some teachers could have different roles. However, there is also a large part of the teacher's roles which could make conducive situations in the teaching and learning process with an interactive classroom atmosphere.

F. Previous Research

(Huang 2018) conducted research with the goal of testing 153 students in an online learning system in a mixed English course to see how they perceive the function of the teacher. This study uses quantitative research methods and involves 153 students as the object of research. The results of this study indicate that the role of teachers in midwives is greatly reduced

compared to offline learning.

Another study with 151 pupils was conducted by Hussein (2016). The Malaysian government devotes significant resources to e-learning in the educational process, particularly in terms of student motivation and participation.This study shows that there were significant relationships between students and the use of e-learning plaforms.