DIGITAL READING: HOW IT CORRESPONDS TO EFL LEARNERS' READING AWARENESS AND AVIDITY

A THESIS

Submitted to the Faculty of Teacher Training and Education in partial fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources are the results of my observations, process and though with the guidance of my advisors.
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This statement is made truthfully, and if one day there is evidence of forgery in the above statement, the writer is willing to accept the academic sanction of the cancellation of my *sarjana* degree that the writer has received through this thesis.

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DEDICATION

Alhamdulillahirabbil ‘alamin. All praise and gratitude belong to Allah SWT for His endless blessings, mercy, guidance, and strength throughout every step of my journey. This thesis is more than an academic requirement; it represents years of learning, struggling, growing, crying, hoping, and continuing even when giving up sometimes felt easier. There were days when I questioned whether I would ever reach this point, but through every difficulty, Allah always provided a way forward. With a heart full of gratitude, love, and sincerity, I dedicate this thesis to:

1. Allah SWT, the One who knows every prayer I have spoken and every prayer I could only keep silently in my heart. Thank You for giving me strength when I felt weak, hope when I felt lost, and another reason to continue whenever I thought I had reached my limit. Every difficult road eventually led me here, and I believe that none of it happened without Your beautiful plan.
2. To my beloved father, Kurdintoro, thank you for every sacrifice that may never be fully expressed in words. Thank you for working hard and carrying responsibilities so that I could continue my education and reach a place that once seemed so far away. Perhaps I do not say it often enough, but I see your struggles, I remember your sacrifices, and I carry them with me. This achievement is not mine alone; a part of it will always belong to you. I hope that one day, everything I achieve can become my way of returning even a small part of everything you have given me.
3. To my beloved mother, Siti Salamah, the woman whose prayers have followed me wherever life has taken me. Thank you for loving me in ways that words will never be able to describe, for worrying about me even from afar, and for always becoming the place I can call home. Thank you for every prayer whispered with my name in it, every sacrifice you made without asking for anything in return, and every time you believed in me when I struggled to believe in myself. If today I have finally reached this stage, I know that behind my achievement are countless prayers from you that Allah has answered one by one
4. To my beloved younger siblings, M. Arrafi and Ziliswati Zam Zami, thank you for unknowingly becoming two of the biggest reasons I keep pushing myself forward. Being your older sister has taught me that my dreams are no longer only about myself.

Every time I feel tired or think about giving up, I remember that I want to become someone you can look up to, someone who can support you, and someone who can stand beside you when it is finally your turn to pursue your own dreams. I may not always be able to give you everything, but I hope that one day I can give you opportunities, support, and a life better than what we have known before . I hope both of you will grow into strong, kind, brave, and independent people who are never afraid to dream beyond your circumstances. Wherever life takes us in the future, please always remember that your older sister will forever be one of the people standing behind you, praying for you, believing in you, and being proud of every step you take. Part of the reason I keep fighting for my future is because I want to be there for yours.

5. Last but not least, to myself, Aminatuz Zuriah. Thank you for not giving up. Thank you for surviving the days when you were exhausted, confused, afraid of the future, and unsure whether everything you were doing would eventually be worth it. Thank you for sitting in front of your laptop again after saying you were tired. Thank you for continuing after revisions, deadlines, sleepless nights, disappointment, fear, and all the quiet battles nobody else knew about. You started this journey without knowing exactly who you would become at the end of it, and somehow, you made it here. I know there were moments when you compared your journey with others and wondered whether you were moving too slowly. There were moments when the future frightened you more than you admitted. Yet you continued. Maybe you were not always strong, but you always found a way to stand again. This thesis is proof that the girl who once wondered, “Can I really finish this?” finally did. So, for once, allow yourself to be proud. Not because everything was perfect, but because despite everything, you stayed, you tried, you fought, and you finished what you started.

This is not merely the end of my thesis. It is the closing of one chapter and the beginning of a life I once could only imagine.

MOTTO

“Sura dira jayaningrat, lebur dening pangastuti”

“Diobong ora kobong, disiram ora teles”

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The researcher realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are sincerely welcomed for the improvement of this study. It is hoped that this thesis will provide valuable contributions to readers, future researchers, and the development of English language education.

Palembang, 20th of August, 2026

Aminatuz Zuriah
2022.71.00.03

ABSTRACT

The rapid development of digital technology has changed the way students access and interact with information, including reading materials. In EFL learning, students increasingly use digital devices to access and read English materials. However, the relationship between digital reading, reading awareness, and reading avidity among vocational high school students has received limited attention. Therefore, this study aimed to investigate the relationship between digital reading and reading awareness as well as the relationship between digital reading and reading avidity among EFL learners. This study employed a quantitative correlational design involving 107 students from the Computer and Network Engineering Department (TKJ) of State Vocational High School 2 Palembang selected through purposive sampling. The data were collected using a 37-item questionnaire adapted from the English and Electronic Reading Strategies Inventory (EERSI) and the Self-Report Habit Index for Reading (SRHI-R). Since the data were not normally distributed, Spearman rank correlation was used to analyze the data. The findings revealed a very strong positive and significant relationship between digital reading and reading awareness ($r = .832$, $p < .001$) and a strong positive and significant relationship between digital reading and reading avidity ($r = .744$, $p < .001$). These findings indicate that students with better digital reading practices tend to demonstrate higher reading awareness and stronger reading avidity. Therefore, digital reading plays an important role in fostering students' strategic reading awareness and positive reading habits in EFL learning.

Keywords: digital reading, reading awareness, reading avidity, EFL learners, correlational study

TABLE OF CONTENTS

COVER i
APPROVAL PAGE ii
BOARD OF EXAMINERS iii
REVISION SHEET iv
STATEMENT PAGE v
DEDICATION vi
MOTTO viii
ACKNOWLEDGEMENT ix
ABSTRACT xi
TABLE OF CONTENT xii
LIST OF TABLES xiv
LIST OF FIGURES xv
LIST OF APPENDICES xvi
CHAPTER I INTRODUCTION 1
1.1 Background of the Study 1
1.2 Research Questions 5
1.3 Purpose of the Study 5
1.4 Significance of the Study 5
CHAPTER II LITERATURE REVIEW 7
2.1 Reading 7
2.1.1 Definition of Reading 7
2.1.2 Components of Reading 8
2.1.3 Types of Reading 10
2.1.4 Theoretical Models of Reading 11
2.2 Digital Reading 13
2.2.1 Definition of Digital Reading 13
2.2.2 Characteristics of Digital Reading 14
2.2.3 Types of Digital Reading 15
2.2.4 Advantages and Disadvantages of Digital Reading 17
2.3 Reading Awareness 18
2.4 Reading Avidity 19
2.5 Previous Research 21
2.6 Hypotheses 23
CHAPTER III METHODOLOGY 24
3.1 Research Design 24
3.2 Population and Sample 25
3.2.1 Population 25

3.2.2 Sample 25
3.3 Variables of the Study 26
3.4 Operational Definition of Variables 27
3.5 Research Instruments 27
3.6 Technique for Collecting Data 29
3.7 Technique for Analyzing Data 30
3.7.1 Scoring the Questionnaire 31
3.7.2 Scoring the Reading Test 31
3.7.3 Descriptive Statistics 31
3.7.4 Normality Test 32
3.7.5 Linearity Test 32
3.7.6 Correlation Analysis 32
3.8 Validity 33
3.9 Reliability 34
CHAPTER IV FINDINGS AND INTERPRETATION 36
4.1 Findings 36
4.1.1 Descriptive Statistics 36
4.1.2 Normality Test 38
4.1.3 Linearity Test 38
4.1.4 Correlation Analysis 39
4.1.5 Hypothesis Testing 41
4.2 Interpretation 42
4.2.1 The Relationship between Digital Reading and Reading Awareness 42
4.2.2 The Relationship between Digital Reading and Reading Avidity 45
CHAPTER V CONCLUSION AND SUGGESTIONS 49
5.1 Conclusion 49
5.2 Suggestion For Students 49
5.3 Limitation of The Study 50
REFERENCES 54
APPENDICES 57

LIST OF TABLES

Table 3.1 Sample of the Study 26
Table 3.2 Variables of the Study 27
Table 3.3 Questionnaire Blueprint 28
Table 3.4 Reading Test Blueprint 29
Table 3.5 Likert Scale Scoring 31
Table 3.6 Interpretation of Correlation 32
Table 3.7 Validity of Research Instruments 33
Table 3.8 Reliability of Research Instruments 35
Table 4.1 Descriptive Statistics of Questionnaire and Reading Test Data 37
Table 4.2 Results of Normality Test 38
Table 4.3 Results of Linearity Test 39
Table 4.4 Results of Spearman Rank Correlation Analysis 40

LIST OF FIGURES

Figure 3.1 Research Design.....24

LIST OF APPENDICES

Appendix A Research Permission Letter.....58
Appendix B Questionnaire Instruments 61
Appendix C Reading Test Instruments.....64
Appendix D Questionnaire Response Summary 95
Appendix E Reading Test Scores 100
Appendix F Spss Output.....104
Appendix G Research Documentation 106
APPENDIX H Advisor Form.....108