

STUDENTS READING COMPREHENSION SKILLS OF NEWS ITEM TEXTS USING ONLINE SOURCES: ERROR ANALYSIS

Sakinah Anjani Putri¹, Mutiarani²
Universitas Muhammadiyah Jakarta¹²
sakinahnjan@gmail.com

ABSTRACT

This study aims to determine the types of students' errors in reading comprehension with news item text. This study uses descriptive qualitative methods with observation, interview and, triangulation (testing type errors). The main objective of this study is to analyze the type of errors (omission, addition, and misinformation) that occurs in students' reading comprehension skills especially in reading news item texts. The purpose of this effort is to provide new insights to teachers especially who teach Senior High School students in order to improve the students' reading comprehension.

Keywords: Reading skill, News Item Text, Error Analysis

INTRODUCTION

Language has always held significant importance throughout human history, serving as an essential tool for survival in this world. It is a system of oral and written symbols that enables communication and interaction among individuals. As Lidz & Perkins (2018) suggest, language resembles magic—"made possible by a shared cognitive system, or grammar, between speakers and listeners." People use language to convey ideas, opinions, and emotions, and it is intrinsically tied to both personal and collective identity. It allows us to articulate our thoughts while reflecting the cultural values and practices of our communities. Without language as a medium of communication, human coexistence would scarcely be possible, as humans are inherently social beings who rely on mutual support for survival.

Languages exist in diverse forms across the globe. English, in particular, is integrated into school curricula in many countries. English teachers bear the responsibility of equipping younger generations for success—not only in education but also in professional domains where English proficiency has become a prerequisite. As the dominant global language, especially in this digitally interconnected era, English is taught from an early age, typically starting in elementary school. In English language learning, four core skills are emphasized: listening, speaking, reading, and writing. Each skill presents unique challenges and significance. Reading stands as one of the most critical skills—so much so that its importance is even underscored in the Quran, Surah Al-Alaq, verse 1: "Read in the name of your Lord who created" (Q.S. 96:1).

اِنَّ خَلْقَ الَّذِي رَبِّكَ بِاسْمِ اَقْرَا

Read in the name of your Lord who created,

In addition, being able to understand reading material is a requirement that comes with expertise. Seeing that to understand something means you have to gain more knowledge, and one of the methods is reading. Reading is an important aspect of modern civilization because without it, our universe would be limited to our immediate environment. Andris & Anita (2013) believe that it is a complex act that requires senses and cognition. When a person reads, they see a written text and begin to absorb the information contained in the written linguistic message. The ability to analyze language, interpret its meaning, and combine it with previous knowledge is recognized as reading comprehension.

Proficiency in reading comprehension is more important than ever in the digital age. Hoblilar & Sowmya (2022) stated that it is essential to understand the paradigm shift from conventional to digital platforms, which has expanded readers' choices and access to sources of information. One must be able to critically evaluate and understand texts to distinguish between reliable sources and false information given the abundance of information available online. According to Pardede (2019), people and students are using digital texts at an increasing rate due to the expansion of digital information available online and the increasing use of digital files in academic activities. Information on digital platforms is often presented in a fragmented format, requiring readers to combine details from multiple sources. People may find it difficult to keep up with the fast-paced flow of digital content if they do not have strong reading comprehension skills, which will limit their capacity to interact meaningfully with the world. Reading has been significantly influenced by digitally available resources such as e-books, e-libraries, podcasts, YouTube, vlogs, blogs, e-journals, etc. (Hoblilar & Sowmya, 2022).

Liou (2021) believes that reading comprehension is "A dynamic process that involves forming predictions, summarizing main ideas, arguing for conjectures, and clarifying ambiguous ideas." By reading, we can infer our own understanding of the topic presented whether it is by trying to understand what the author is conveying through the written text, whether a particular passage has the exact meaning that the reader thinks or whether there are other interpretations for it. Reading comprehension is an essential skill for effectively filtering information in our fast-paced digital age. One must be able to distinguish between relevant and reliable information due to the rapid flow of information from digital platforms such as social media and online news. There is so much to learn and understand in today's fast-paced world, and it can be difficult to stay up to date with the increasing amount of information (Hoblilar & Sowmya, 2022). Furthermore, the development of digital literacy is facilitated by the capacity to critically comprehend texts, which allows people to be more selective about the information they receive and share. Thus, developing a habit of reading deeply and critically is essential to overcome information constraints in this digital age. Students often access news texts online, as it is easier to get news online than to buy a newspaper or watch television today. They can get the latest information from a variety of sources thanks to online news, which is free, varied, and updated in real time. Using internet communication systems allows for low-cost information distribution, faster delivery of news to readers, and the opportunity to engage and communicate with readers directly (Honantha et al., 2012). Students' preference for online news has been influenced by their habits of accessing digital media, but they still need to practice critical thinking when evaluating information to prevent getting trapped. However, students often make reading comprehension errors that affect their comprehension. These errors may stem

from several reasons. First, they may overlook important details in the text due to distraction or lack of focus. Second, without evaluating the information or understanding its context, many students simply skim the text. Third, if students are not used to making connections between the material and what they already know, they may misinterpret its meaning, etc. In this case, error analysis can be used in language teaching and learning to find, classify, and ultimately indicate students' challenges with English language learning (Hikmah, 2020).

Many members of society and students in the digital age place more emphasis on online news sources than traditional media. Honantha et al. (2012) stated that digital media can display additional sources of information and update news and networks quickly. Hence why it is attractive to them. In addition, reader engagement is further enhanced by features such as social networking algorithms that personalize their preferences and notifications. But there are drawbacks to this phenomenon as well, such as the increasing amount of false information and biased hoaxes, especially if readers do not have the critical thinking skills to distinguish between news sources. In order for students to understand and evaluate information more impartially, media literacy is essential.

With regard to online news articles, long before the Internet, new technologies such as radio and television, as well as changes in reader habits, had an impact on the production and distribution of news. However, the newspaper industry in most countries has been significantly affected in recent years by the emergence of online news sources, the decline in daily readers, and the reduction in advertising (OECD, 2010). With the rapid development of digital technology, the shift from print news to online news is a major change in the information landscape. News is distributed through digital channels, which are faster and easier to use, than through printed newspapers, magazines, and tabloids. The increasing use of digital tools and the internet, which allows individuals to get information instantly without waiting for traditional publications, is the reason for this shift. As the time for newspapers is almost gone, one only needs to pay for a subscription (Kumar & Kumar, 2023). In addition, real-time updates, interactive features, and easy social media sharing are the benefits of internet news. The rise of fake news and the decline in interest in print media are two problems caused by this shift. Now with the advancement of technology, facilitating mobile phones have definitely contributed to the speed at which news spreads across the world. Khattak & Nasir (2020) stated in their article, "New technological modes of communication have evolved, diminishing the importance of print media but not replacing it. On the contrary, each new mode of communication has complemented print and publishing. The evolving electronic information systems often point to new directions for long-standing difficulties." Most of the current information can be accessed from the internet, books, journals, articles, and newspapers. This implies that students should read from multiple sources to gain greater knowledge in any topic of study.

Despite the increasing use of digital news, little is known about how EFL students comprehend online news items. Fewer studies have focused on analyzing news item text errors, and most of them have focused on reading aloud skills rather than comprehension, leaving a gap in our knowledge about the exact reading errors that students make when comprehending news articles. Due to the complex idioms, cultural references, and language patterns of news articles, EFL students may struggle with inference making, misinterpretation, and vocabulary gaps. Furthermore, while error analysis is often used in

writing and grammar studies, it is rarely used in reading comprehension. Examining the types of comprehension errors that students make can help in the creation of efficient teaching methods that will enhance their capacity to comprehend and critically interact with online news. The focus of this study was to identify common errors that EFL students make when comprehending online news articles, determine the aspects of online news articles that students find most difficult to comprehend, and identify factors that contribute to difficulties in comprehending online news articles. This study was limited to examining students' reading comprehension errors related to online news articles and did not include other types of online texts such as scholarly publications, blogs, and social media posts. In addition, the study participants may have been limited to a certain age range, educational attainment, or geographic region, which may affect how broadly the results of this study can be applied. Although this study focused on identifying and evaluating comprehension errors, it did not evaluate the effectiveness of methods or possible improvements to improve students' comprehension. The main objectives of this study were to identify common errors made by EFL students in comprehending online news articles, to determine which aspects of online news articles are most difficult for students to comprehend, and to understand the factors that contribute to students' difficulties in comprehending these news articles. This study is expected to provide benefits to students, teachers, curriculum designers, and researchers. For students, this study provides insight into how they can improve their reading skills, vocabulary, and critical thinking skills by being aware of common reading errors. In addition, the increased digital literacy gained can help students recognize the reliability of news sources and avoid false information. For educators, this study provides in-depth information about the challenges students face when reading online news, which allows teachers to develop more focused teaching strategies to improve students' reading comprehension skills, especially in terms of fact recognition, inference, and contextual understanding. For curriculum designers and researchers, the results of this study can help create relevant teaching resources by incorporating online news sources, ensuring that EFL learning remains relevant in the digital age. This study also contributes to research on error analysis in EFL news comprehension, providing a framework for future research on online reading methods, digital literacy, and comprehension challenges in EFL learning.

Reading is a linguistic process that requires the capacity to understand and comprehend the information provided in a paragraph. According to Astria (2020) Reading can be seen as a form of interactive communication that combines basic knowledge and the capacity to organize the overall concept of the passage. Bojovic (2014) also stated that reading ability is a cognitive talent that allows one to interact with written materials. The reason why it is considered interactive communication is to understand the information provided, comes along with one's cognitive ability to process it. To learn a new language, there are basic skills that you must achieve, such as reading, writing, listening, and speaking. Therefore, to fully understand and learn a language, reading is one of the most important basic skills that follow after learning a new language. Because to measure and assess how much understanding you have of the language, one must be able to understand the information in the text of the language.

According to Bojovic (2014), reading is a linguistic practice related to thinking and all other communication skills, such as listening, speaking, and writing. Reading is the

process of reconstructing information intended by the author from the word signs that are printed on the page. Reading is also important to expand your knowledge of anything we can possibly think of in the world. It is an important skill where the more you read, considering that the more stimulated your brain is to process all the information you are getting.

Reading is usually seen as a straightforward procedure that involves taking in the meaning of each word one by one and reading the words in a linear method. In fact, it goes beyond this. It would be helpful to examine what some reading specialists have to say to gain a better understanding of how complex reading is (Tercanlioğlu et al., 2012).

According to Tercanlioğlu et al. (2012), phonological awareness and decoding abilities of readers with reading disorders have been recognized as significant in recent years. A number of theories, including direct instruction, reader response theory, and schema theory, have been developed to help teach reading comprehension in an effort to improve comprehension. The background information needed to interpret the teaching strategies associated with reading comprehension training will be provided with a brief explanation of these theories.

Piaget's approach in Craig (1983) to teaching reading is often referred to as the "language experience approach." This method is based on the idea that for reading instruction to be effective, it must be based on the learner's experience or experience. According to this perspective, reading becomes a continuation of the student's mother language and experience, which they already have and do not need to be taught. The child is the basis of the "language experience approach" to teaching reading. Before students can read (to respect the views of others), the child must first be able to respect their own thinking.

In teaching reading skills can be divided into; reading aloud, silent reading, reading comprehension, and independent reading. Reading aloud is an activity designed to train students to read aloud with correct pronunciation. Reading aloud usually uses the skills of seeing and pronouncing, aiming to be able to pronounce English words, phrases, and sentences correctly. No one can adequately explain the very complex process of reading. Individuals with reading interests have fundamentally different opinions that come from behaviorism and cognitivism, two different schools of psychology (Ngabut, 2015). Regarding this, most reading models are incomplete because they focus on certain elements (such as perception or cognition), phases (such as early or advanced reading), or modes (such as silent or oral reading). They do not attempt to consider every aspect of the reading process. No particular model has been identified as the most widely accepted.

According to Shohamy & Menken (2015), variation in reading performance results more from different types of texts than from different styles of overt performance. They are divided into 4 types of reading, namely: Attention to components of the larger discourse area, such as letters, words, punctuation, and other morphological symbols, is necessary for perceptive reading tasks. To design assessment tasks for this type of reading, we must consider the basic tasks that need to be mastered at an early stage, such as recognizing alphabetic symbols, capital and small letters, punctuation, words, and grapheme-phoneme correspondences. These perceptual tasks are often referred to as literacy tasks, indicating that learners are at an early stage in the process of becoming "literate". Some learners are already literate in their mother tongue, but in other contexts, the second language may be

the first language they learn to read. This context can pose cognitive and sometimes age-related problems that need to be carefully considered. Literacy assessment itself is not an easy task, because it involves various complex perceptive reading design methods. Some methods that are often used in perceptive reading assessment design include: read aloud, written response, multiple choice, picture-cued items, and W-H questions.

Selective reading is more often used in assessment formats and is a by-product of the format. This type of reading is generally used to assess readers' understanding of lexical, grammatical, or conversational aspects of the language in a relatively short period of time. To design assessment tasks for selective reading, some techniques that are commonly applied include multiple choice, matching tasks, editing tasks, picture-cued tasks, and gap-filling tasks. Among the types of interactive reading, there are those that require readers to engage with the text more deeply and develop language comprehension from several paragraphs to one page.

Critical Thinking is a very important skill for students at all levels of competence. In this strategy, students are taught to improve their analytical skills by learning to read between the lines of text, make conclusions, draw inferences, connect various information, and evaluate and synthesize data from various sources. The main goal of this strategy is to strengthen students' critical thinking skills, which are very important in understanding complex texts and making decisions based on in-depth analysis of information. According to Belagraa (2019), reading is an important skill that is included in every English session and throughout the learning process. It is necessary for the development of other language acquisition skills. Students who are exposed to reading materials will learn a large number of new words and terminology. Reading is a planned process. One can read to learn new information or to confirm existing knowledge.

Reading can also be done for pleasure or to improve one's language skills. In civilian life, reading is also very important. One can be informed about political, social, and economic issues facing their country by reading. Our attitudes, beliefs, morals, standards, judgments, and general behavior are all influenced by reading; it shapes our ideas and actions. According to Grabe & Stoller (2013), there are several classifications of reading purposes, namely:

Reading has various important purposes, both in personal and academic contexts. One of them is reading to find simple information, which is one of the common purposes of reading. In this case, we often scan texts to find certain words or relevant information. Some studies even consider it a separate cognitive function, and this can be seen as a form of reading skill that is very often used in reading tasks. Next, there is reading to skim quickly, which is a routine component in many reading exercises. This skill is very useful because it requires tactics to predict the location of important information in the text and then apply basic reading comprehension skills to parts of the text to form a broader understanding. This skill is very useful for getting an overview of the text in a relatively short time.

In addition, a common reading purpose is reading to learn from text, which is more often applied in academic and professional environments. In this case, someone needs to learn a large amount of information from a text, which requires the ability to remember key concepts, expand the core understanding of the text, and connect it to the knowledge that the reader already has. There is also reading to integrate information, which requires judgments about the relative value of supporting, contradictory, or even mutually

reinforcing information, and the potential to restructure rhetorical frameworks to accommodate information from different sources.

Reading to write and to critique texts are variations of the task of reading to assimilate knowledge. Both involve the ability to select, analyze, and create information from the text read. This purpose is often part of academic assignments that require the ability to read to digest and analyze information.

Finally, reading for general comprehension is the most basic purpose and enables and supports most other reading purposes. Although it may seem simple, general reading comprehension is more complex than is often imagined. Reading for general comprehension requires the ability to process words very quickly and automatically, the ability to construct general meaningful representations of key concepts, and the efficient coordination of multiple processes within a limited time. In conclusion, the purposes of reading are diverse and encompass many aspects of life, from effective communication to cognitive enhancement. Reading allows us to interact with the world around us and is an important part of personal growth and development.

Although reading is a critical skill for learning and personal growth, many individuals face challenges in doing so. Reading allows us to access information, expand our knowledge, and enrich our perspectives. However, for many people, reading can be a challenging task that requires a great deal of effort and concentration. There are a number of issues that people may face when reading, which can limit their ability to comprehend and retain information. Students who struggle with reading fall behind in their academic performance in reading and other subjects. Students who fall behind their peers and struggle to read due to lack of socioeconomic and educational opportunities are classified as having a learning disability, even if they do not have mental, hearing, or visual problems (Gedik & Akyol, 2022). Oberholzer (2005) in (Asmilawati, 2020) also believes that reading problems are reading-related problems that cause students to fall behind in their course reading requirements. This suggests that reading difficulties are problems that students have when trying to understand material. Mckee (2012) believes that reading is an activity that helps people learn about a particular subject or topic. Reading is a receptive and active activity that keeps people informed, updated, and thinking. Reading involves the use of many brain processes as information is acquired, processed, and evaluated. Reading comprehension involves creating a cohesive mental picture of the information presented in the text (Butterfuss et al., 2020). We create a mental picture of what the text describes by combining the meaning of words and phrases into a meaningful whole, like a movie playing in our brains when we comprehend text, we do not just remember the words and sentences we read. There is vitality in having a good understanding to serve a purpose, for readers to learn from and connect with the text, and most importantly, if they enjoy what they read.

Muqbel (2018) Defines error analysis as a method to describe and explain the types and reasons for errors made by second or foreign language learners. According to Hasyim (2002) Error analysis is a technique for finding, categorizing, and systematically evaluating unwanted forms produced by someone learning a foreign language, utilizing one of the principles and techniques of linguistics. According to Tamba & Pardede (2023), error analysis is the process of observing, analyzing, and identifying to reveal something about the system at work within the learner. There are several factors that can cause errors among English learners. These include interference, overgeneralization, transitional

competence signals, communication and assimilation tactics, and teacher-induced errors (Sunardi Hasyim, 2002).

The conclusion reached by the author is that error analysis can help find and classify learners' learning problems in English. It is a methodical examination and clarification of errors made by users or learners in their spoken and written output in the target language. Error analysis can also be used in the process of preparing educational resources, assessing a person's proficiency in a language, studying how they acquire a language, and learning about typical problems.

Dulay and Burt (1982) in Hikmah (2020) claim that the surface approach taxonomy classifies errors into four groups; omissions, additions, misinformation, and ordering errors. Omissions are errors that occur when a necessary structure is missing from a sentence, resulting in an incomplete sentence. Since they still do not have the necessary grammar or form, learners omit or delete parts of the phrase, leading to errors or omissions. Omission errors are distinguished by the absence of components that are necessary in a well-constructed statement. Including nouns, verbs, adjectives, and adverbs.

According to Vásquez (2008), when something is missing from a well-formed utterance, it is considered an addition. This error means the addition of unnecessary elements that should not be included which occurs because students misrepresent sentence elements in sentences that are already well-formed. Types of errors that refer to the addition of incorrect morphemes, or the use of incorrect forms of grammatical elements. Inaccurate use of morphemes or structures is known as misinformation. Errors indicate incorrect types of structures or morphologies. Misinformation errors occur when students provide incorrect information (Vásquez, 2008).

The wrong arrangement of morphemes or groups of morphemes in speech is known as sequence errors (Hendrawati, 2018). This error means the wrong position of morphemes in a phrase. This indicates that the words of the sentence are not arranged correctly. According to Hamilton (2016), news items are a type of literature whose main function or purpose of communication is to inform readers, listeners, or viewers about current events that are considered important or relevant. In Abu, (2014) it is stated that "The material in the news item text is very contextual to learn, so that it can be introduced to students through various texts with varying levels of difficulty,

According to Hamilton (2016), news item text serves to warn/update/inform readers, listeners, or viewers about current events that are considered important or significant. Any technology that uses digital signals to transport or process information is referred to as digital technology. People rely on digital gadgets for communication, entertainment, education, work, and even healthcare in today's world. Digital technologies permeate and reshape all aspects of economic and social activity. They disrupt current systems in some ways, while others have a more gradual influence and complement existing activities. In some circumstances, they replace current technologies and tasks, while in others, they complement them. They can sometimes result in the formation of new activities, services, innovations, and commercial prospects. (Ciarli et al., 2021).

Technology is an ever-evolving field that has changed the way we live, work, and interact with each other. From smartphones to artificial intelligence, technology has become an integral part of our daily lives, affecting almost every aspect of modern society. One of the most significant impacts of technology is on communication. The advent of social

media platforms, messaging apps, and video conferencing tools has made it easier than ever to connect with people from all over the world. This has opened up new opportunities for collaboration, networking, and global engagement, and has helped break down barriers between cultures and nations.

In addition to communication, technology has also revolutionized industries, in this case education. According to Haleem et al. (2022), conventional classroom training fails to provide an instant learning environment, faster assessments, and more engagement. In contrast, digital learning tools and technologies fulfill these needs. Some of the efficiencies provided by such technologies are unmatched by conventional learning approaches. In the wake of the COVID-19 Pandemic, where people were in lockdown and quarantine, people around the world realized the devastation of the coronavirus epidemic. Digital technology at least kept the education system afloat during this time. Students learned from the comfort of their own homes.

The increasing availability of web-based technologies and resources can be of great help in developing training activities that can also be conducted remotely, both in the educational and clinical fields (Capodiecici et al., 2020). Djibran et al. (2024) believe that perceived benefits, availability of resources, and attitudes of teachers and students all play a role in how well technology is used in the classroom. By facilitating interactive collaborative experiences, expanding access to knowledge, and improving outcomes, technology enhances learning. It makes education more efficient and in line with contemporary demands by promoting individualized learning, increasing participation through multimedia, and bridging geographical gaps.

Today, with computers and educational software being used at all levels of education, digital technology has an impact on how individuals learn, where they learn, what they learn, why they learn it, and from whom they learn it (Sarkar, 2023). Digital technology has revolutionized the way education is delivered, making it more accessible, engaging, and personalized for students. Here are some of the ways digital technology is being used in education:

- 1) **Online Learning:** With the widespread availability of the internet, students can access online courses and educational resources from anywhere in the world. Online learning is defined as the teaching and learning process between teachers and students involving various digital media (Basar et al., 2021).
- 2) **Virtual Classrooms:** Digital technology has enabled teachers and students to interact in virtual classrooms. Through the use of the Internet, learning management systems, multimedia, and other online applications, virtual classrooms enable the production, analysis, access, and sharing of data and information (Shatri & Kelmendi, 2023).
- 3) **Interactive Learning:** Digital technology enables interactive and immersive learning experiences, as interactive learning gives teachers considerable flexibility in their teaching, allowing them to use training techniques that incorporate two-way communication (Tarigan et al., 2021). Simulations, games, and virtual reality can be used to engage students in hands-on learning and provide them with a deeper understanding of complex concepts.
- 4) **Personalized Learning:** A student-centered system that accommodates their varying needs and skill development is known as personalized learning. personalized (Lee et al., 2018). Digital technology can help teachers tailor learning experiences to the needs

of each student. Adaptive learning systems can adjust the difficulty level of lessons based on student progress, while learning analytics can provide teachers with insights into student performance.

Overall, digital technology has the potential to transform education and make it more accessible, engaging, and effective for all students. However, it is important to ensure that digital tools are used in a safe, ethical, and inclusive manner for all learners.

When it comes to news outlets, there are a variety that come to mind. CNN is one that to this day is the top news source with its wide and expansive reach that summarizes a variety of information from around the world. CNN, which stands for Cable News Network, is an international news outlet based in Atlanta, Georgia. According to the Georgia Historical Society (2019) not only do they broadcast from many US cities, they also have several affiliates, and reach countries all over the world, including Indonesia. CNN Digital is the most popular online news site across all platforms, with more unique visitors in categories such as global, mobile, millennials, and politics.

In a CNN fact sheet released by Herrman (2012) it is stated that CNN has received numerous awards for its award-winning portfolio, which includes CNN Original Series, where CNN Films develops, commissions, and buys documentary feature films and short films for exhibition, broadcast, and other distribution on CNN's various platforms. It helps that on their social media platforms they are still very active and up to date with new information on their plate; a reliable news source covering a wide range of categories from around the world. You can see a look at CNN's social media profiles in Figure 2.1 and the main website in Figure 2.2.

Figure 2. 1
CNN Profile on Social Media Platforms like X and Instagram

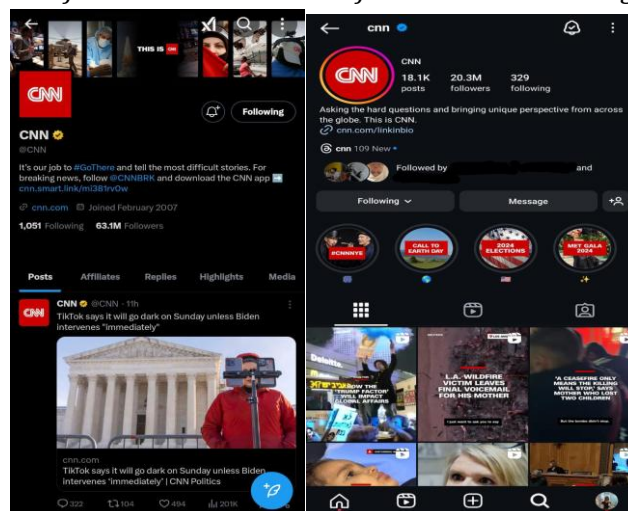
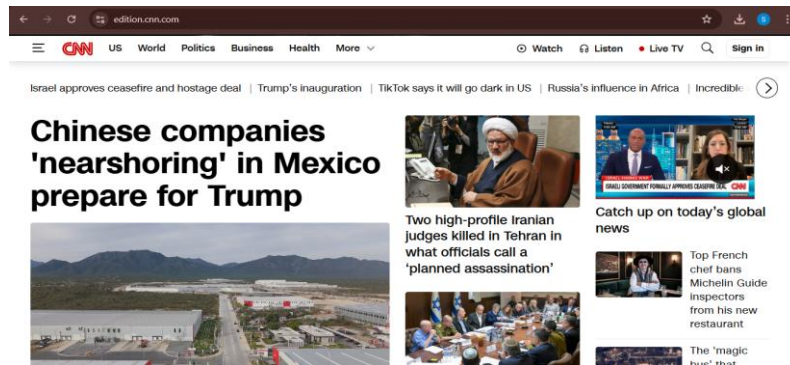
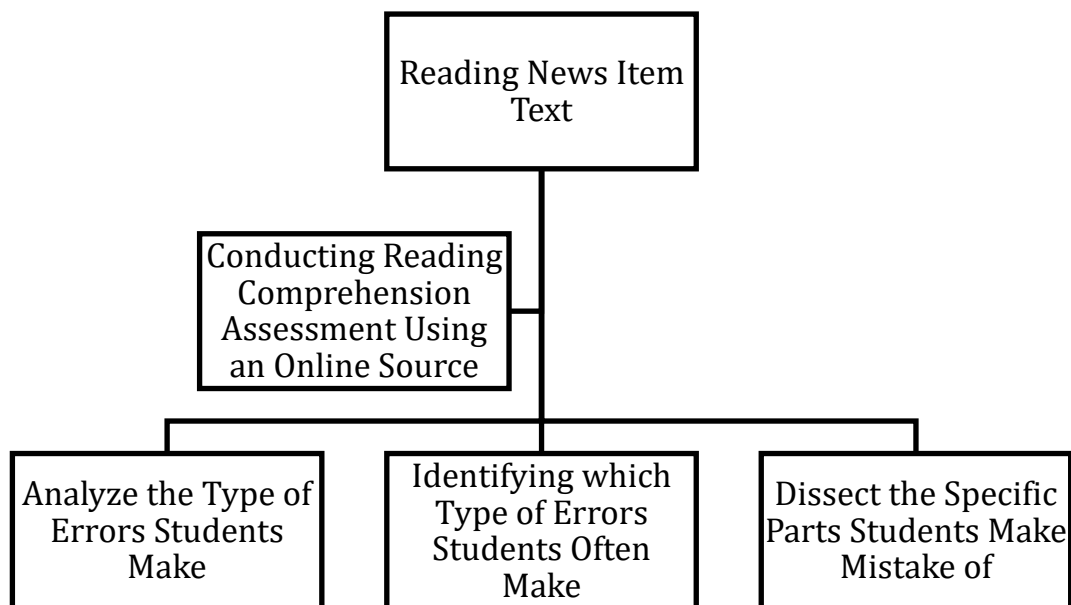


Figure 2. 2
CNN Main Website



The purpose of this study is to find out the types of errors that students usually make when they read news item texts in more detail, be it omissions, additions, misinformation, or sequence errors. Then analyze why certain errors occur when using online news texts or digital-based news outlets such as CNN to show how accessible news outlets are today so that they can encourage their willingness to read news which can also help improve their English language proficiency by using those that use English. The conceptual framework is illustrated in Figure 2.3.

Figure 2. 3
Conceptual Framework of the Study.



RESEARCH METHOD

This study used a descriptive qualitative approach to analyze the errors made by EFL students in understanding online news articles. Data were collected through reading comprehension tests given to students, which were then analyzed to identify common errors made by students in understanding the information conveyed in the news text. In addition, observations of the use of digital tools and resources in reading learning were also

conducted to see how technology can affect students' reading comprehension. This approach was chosen because it allows researchers to explore and understand the comprehension problems faced by students in depth. Reading is a linguistic process that requires the ability to understand and absorb information conveyed in a text. According to Astria (2020), reading can be viewed as a form of interactive communication that combines basic knowledge and the ability to organize key concepts from the text. Bojovic (2014) also stated that reading ability is a cognitive skill that allows a person to interact with reading materials. Readers must be able to understand the information provided, which is accompanied by the cognitive ability to process it. To learn a new language, there are basic skills that must be mastered, such as reading, writing, listening, and speaking. Therefore, to understand and learn a language thoroughly, reading becomes one of the most important basic skills after learning the language. Reading is a primary skill that allows someone to measure and assess how much they understand a language, by being able to understand information in texts that use the language.

This research was conducted in the last semester of the 2023/2024 academic year and was conducted at SMAN 9 Tangerang Selatan, with the research subjects being students of class XII IPS 4. The research began on September 24 to October 15, 2024. SMAN 9 Tangerang Selatan was chosen as the research location because it is in line with the use of relevant digital tools and resources for this research. In addition, the diverse student population allows for a more comprehensive error analysis, helping to identify common problems faced by students of various skill levels. This selection allows the conclusions generated from this study to be relevant and applicable in educational settings where online reading is essential for language development.

SMAN 9 Kota Tangerang Selatan is a leading public high school located in South Tangerang City, Banten, Indonesia. Founded with the mission of providing quality education, SMAN 9 is known for its strong academic reputation and commitment to fostering holistic development in students. The school offers a well-rounded curriculum that emphasizes not only academic excellence, but also personal growth, character development, and community involvement. SMAN 9 serves a diverse student body, from science and technology enthusiasts to those who love the arts, ensuring that every student can explore their interests and potential. The school also actively encourages extracurricular activities, providing a variety of clubs and organizations where students can hone their leadership, teamwork, and communication skills. In addition to academic and extracurricular offerings, SMAN 9 is equipped with modern facilities, such as well-equipped classrooms, science laboratories, computer rooms, and sports facilities, creating an ideal learning environment for students. The school places great emphasis on the use of technology in education, incorporating digital tools and resources into the learning process to prepare students for the future. SMAN 9 has a reputation for producing graduates who excel in national exams and go on to pursue higher education at prestigious universities, both in Indonesia and abroad. The school's commitment to excellence is reflected in its dedicated teaching staff, supportive administration, and active school community that works together to create an environment where students are empowered to succeed academically and socially.

SMAN 9 has a vision and mission that support the values of student character education. The vision and mission are as follows: "To create people with positive, creative,

innovative characters, who master science and technology, as well as environmental culture, and are proud to be Indonesian." This vision and mission include developing positive character through environmental school programs and self-development, fostering creative and innovative attitudes in intracurricular and extracurricular learning, realizing life skills by empowering multiple intelligences and mastering the science of knowledge and technology that cares about the environment, and utilizes the environment and information technology as a medium of learning. This school also plays an active role in overcoming environmental problems and strives to make students part of a global community that is able to work together individually and in groups and is proud to be Indonesian.

In this study, the researcher used qualitative. This study uses a descriptive qualitative approach. In writing this research, the researcher will collect, classify, analyze, and form conclusions based on data analysis without making any generalizations. Thus, the researcher will know the types of reading errors made by students when reading news item texts and the reasons for these errors.

Creswell & Creswell (2018) Define qualitative research as an approach to studying and understanding the meaning that individuals or groups give to social or human problems. Naturalistic inquiry, often known as field studies, is another term for qualitative research. This means that qualitative is a research design in which researchers present data using descriptions. The research was conducted at SMA Negeri 9 Tangerang Selatan in the 2023/2024 academic year. Located at Jl. Hidup Baru No.31, Serua, Kec. Ciputat, South Tangerang City, Banten 15414.

Data collection strategy based on Creswell & Creswell (2018) Note, data collection requires observation, interviews, documentation, and visual materials. Researchers obtain data for this study through observation, interviews, documentation, and visual materials.

According to Creswell & Creswell (2018) The term "research design" refers to the strategy and process for conducting research, as well as appropriate data collection and analysis techniques. To collect data for this study, the researcher followed the steps below: the researcher prepared the test equipment. The test instrument consisted of researchers, recording equipment, stationery, interview texts, and documentation. The researcher arrived at the school and asked permission from the English teacher to conduct interviews. To obtain validity data.

The researcher also collected information using a case study approach. In her research, Mirawati (2018) concluded that "Case study design, with its ability to modify techniques, can answer various questions regarding why, what, and how a problem, helping researchers explore, explain, describe, evaluate, and theorize about complex topics in context. The results can lead to a comprehensive understanding of contextually relevant behaviors, processes, practices, and connections."

The researcher decided to take this approach to find out the types of errors and reasons for the errors made by students in understanding news item texts. The researcher concentrated on analyzing the errors made by students when answering the test that would be given after they studied the news item text, and the results would be evaluated. The researcher also selected several representatives from all students to be interviewed to further strengthen why they made certain errors. The researcher obtained examples of news item texts from CNN.

The subjects of the study were high school students. This study was conducted at SMA Negeri 9 Tangerang Selatan in September 2024. To select a sample for this study, the researcher used purposive sampling. According to Patton (2002) in Palinkas et al. (2015), in qualitative research, purposive sampling is a common approach used to identify and select samples with a lot of information to make the most of the resources. Purposive sampling is used when the purpose of the sample has a certain quality; therefore, it may not select a different sample that does not have the identified features. Therefore, the reason the researcher chose high school students specifically to be the subjects of the study is because the nature of the news item text is intermediate level material that is determined by its various topics.

The subjects in this study were students of SMAN 9 South Tangerang City. In class XII IPS 4 there are 36 students. After a verbal discussion with Mrs. N, who happened to be in charge of teaching English for this class, she revealed that in terms of their English skills there were a handful of students who excelled in the subject while some others did not perform well. She theorized that it could be due to laziness or the fact that English might not be their favorite subject. When the researcher personally interacted with the students, they showed a lot of interest, seemed obedient and open.

The technique adopted by the researcher to obtain data is referred to as the data collection method. The researcher chose to collect data using observation and interviews. With observation, researchers can take brief notes while observing, but then elaborate on them as field notes. Notes can support information from other sources, such as papers and interviews, or may be primary data (Handayani, 2017). The researcher personally supervises participants as they read the text material provided; the text of a news item from CNN. Later, the researcher will prepare a test to collect data that will be assessed and analyzed.

After the data from the test is obtained, the researcher will arrange an interview. According to Mirawati (2018) Interviews are used to obtain information from people about their thoughts, beliefs, and feelings about a situation in their own words. Rather than testing hypotheses, they are used to better understand people's experiences and the significance they place on them. Interviews can provide information that cannot be collected through observation, or they can be used to validate observations. In this step, the researcher will interview several selective students as representatives whose answers are used to further support the collected data which will be analyzed after with appropriate questions regarding the research object. The researcher also measures the types of errors made by students with tests according to Wardani & Sari (2020) the following rubric is shown in Table 3.1.

Table 3. 1

Rubric assessment to assist in determining student answer scores

<i>Class</i>	<i>Extraordinary (4)</i>	<i>Good (3)</i>	<i>Fair (2)</i>	<i>Needs Improvement (1)</i>	<i>type of Error</i>
<i>Understanding Key Details</i>	Accurately identifies every important	Identifies most of the important	Gives only an incomplete answer or omits an	There are some misunderstandings.	esponses are ambiguous or

Concept Interpretation	detail in the text. No misunderstandings or omissions using logical reasoning to interpret concepts or themes from a text completely.	details, but may omit one or make a few errors. Most of the concepts lack standing, although the rationale may be improved.	important detail demonstrates poor conceptual knowledge; Reasoning may be flawed or unfounded.	Important details are missing or misinterpreted. either using flawed reasoning or failing to understand the concept.	unrelated. Omissions, Misunderstandings Error
Response Accuracy	Every response is text-based, accurate, and factual. There is not a single addition or false information	Most of the responses are correct, with some minor additions or changes.	Some responses contain inaccurate or unnecessary information.	Most of the responses were wrong or made up.	Addition, Misinformation
Critical thinking	provide perceptive and thoughtful responses that are closely related to the material.	The responses are less in depth but offer some insights and textual links.	Responses indicate a lack of understanding or weak connection to the content.	Responses indicate a lack of understanding or weak connection to the content.	Error
Grammar and Clarity	The responses are error-free, well-written, and understandable.	Responses may have minor grammatical or structural errors, but are generally comprehensible.	Although they may contain many deficiencies that hinder understanding, the responses are relatively easy to understand.	The responses are inappropriate and full of errors which makes understanding difficult.	Negligence (due to unclear response)

Table 3. 2

Assessment table to show the total score obtained by students and notes on the types of errors they made.

<i>Essay Number</i>	<i>Max Points</i>	<i>Score Earned</i>	<i>Notes on Errors (Types and Examples)</i>
1	12		
2	12		
3	12		
4	12		
5	24		
<i>Total</i>	<i>72 + 28 = 100</i>		

The assessment criteria mentioned in Table 3.2 will be used to assess each student's responses. The final score will be calculated by examining the various types of errors made by the students, and the evaluation will be done according to the categories specified in the rubric. Students will earn a maximum score of four points in each area if they do not make any errors in any of the categories. The rubric states that a perfect total score of 12 will be obtained by multiplying the points by the total number of categories, which is three.

From the rubric assessment above, the researcher conducts a thorough analysis to assess the students' ability to comprehend and comprehend the reading material. This analysis aims to evaluate how well the students are able to interpret the text, identify key ideas, and respond to questions accurately based on their reading. After administering the test, the researcher will examine the results carefully to identify patterns in students' performance, noting common errors that students tend to make. These errors may include errors in comprehension, misinterpretation of questions, omission of important details, or misunderstanding of the meaning of the text.

The researcher will then provide a detailed description of these errors, offering insight into areas where students may need additional support or guidance in improving their reading comprehension skills. One of the qualitative research techniques used by academics to organize and examine large and complex data sets methodically is thematic analysis. This involves finding themes that can summarize the narratives found in the data set (Dawadi, 2020). This study uses thematic analysis to analyze the data presented. Braun and Clarke (2006) in (Dawadi, 2020) claim that thematic analysis is a theoretically flexible method for finding, characterizing, and analyzing overall patterns (themes) in data collection. The data comes from documentation studies, interviews, and observations. To conduct this type of research, Braun and Clarke (2006) offer a very helpful structure in the form of a six-phase guide. See table 3.3 below.

Table 3.3*Braun & Clarke's six-phase framework for thematic analysis*

Step 1: Get to know the data,	Step 4: Review themes,
Step 2: Generate initial code,	Step 5: Determine the theme,
Step 3: Search for themes,	Step 6: Write.

RESULTS AND DISCUSSION

First, Legal Basis and Regulations Related to Polygamy. Polygamy can be interpreted as a marriage between a man and more than one woman at the same time, which means a man can marry two, three, or four women, either at one time or separately. In general, in society, polygamy is understood as having more than one wife or having a relationship with several wives. In other words, polygamy is a marriage system in which one party marries several members of the opposite sex in a certain period (Laksmi, 2022) This study was conducted from September 24 to October 15 at SMAN 9 Tangerang Selatan. Observation, interviews, and documentation with research subjects were used in this study. The researcher used the thematic analysis method to analyze the research findings, which requires familiarizing the data to decode themes in the findings before defining them to reach overall conclusions. The data collected was in the form of an essay test which was then classified into three types of errors based on each student's response. The classification of these errors is shown in Table 4.1 below.

Table 4.1

Error Clarification Framework

Error Type	Definition	Example of Error
Addition	Occurs when a sentence contains unnecessary words or elements.	They are very happy with their new boss.
Omission	Occurs when a sentence lacks an essential word or grammatical feature.	The cat sat near the window.
Misinformation	Occurs when a word or structure is used incorrectly, even if the word exists.	She eats burger.

A total of 32 student responses were analyzed, and the following error distribution was found. See Table 4.2.

Table 4.2

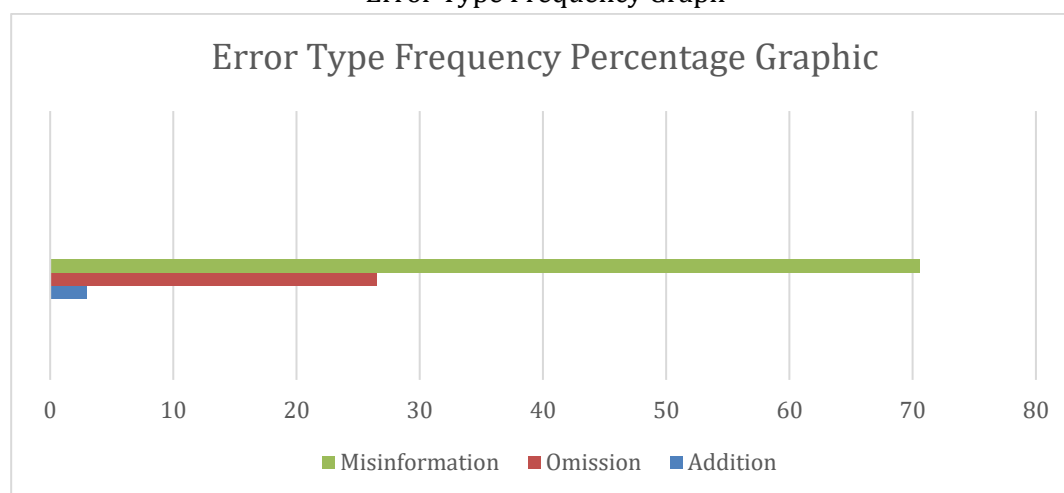
Percentage Frequency of Error Type

Error Type	Frequency	Percentage
Addition	1	2.94%
Omission	9	26.47%
Misinformation	24	70.58%

From the table above, it can be seen that information errors were the most frequent (70.58%), indicating that most students had difficulty in using the correct words or structures in answering their reading comprehension tests. Omission errors accounted for about 26.47%, indicating that some students had difficulty when answering reading comprehension questions resulting in missing important words or grammatical features. Addition errors were the least common errors (2.94%), indicating that few students had difficulty in adding unnecessary details into their responses.

Figure 4.1

Error Type Frequency Graph



Regarding the use of observations, interviews, and documentation of researchers related to the research title, specifically in the title "Students' News Item Reading Comprehension Skills with Online Sources: Error Analysis", the researcher conducted a test to measure the types of errors. Some examples of errors found in student responses are as follows: Question 1: Why does Finneas feel more comfortable letting Billie Eilish go on tour without him now? (Other examples can be continued in a similar manner for each question and student response)

Addition = 0

Omission = 5

Misinformation = 7

Based on the students' responses obtained through thematic analysis, this section offers an in-depth analysis of the test results. The students' errors were divided into the following main groups: misinformation, additions, and omissions. The effects of these errors on the students' reading comprehension skills as well as their capacity to understand and communicate information from online news sources appropriately were examined.

According to the test results, the most common errors were misinformation (70.58%), omissions (26.47%), and additions (2.94%). These errors indicate that, rather than adding irrelevant details, students most often struggle with misinterpreting information from the news content. The high number of misinformation errors indicates that many students struggle to understand and communicate important elements in the text, indicating difficulties in vocabulary, grammar, and textual interpretation.

With misinformation errors making up 70.58% of all errors, these were the most common. These errors were mostly related to poor word choice, inappropriate verb tenses,

and incorrect spelling, indicating deficiencies in text interpretation, grammatical accuracy, and lexical comprehension. Omission errors, which accounted for 26.47% of the total, indicate how difficult it is for students to construct grammatically and semantically sound sentences. These errors often result in incomplete sentences or missing important elements that affect the meaning and comprehension of the text. Although the least common (2.94%), addition errors indicate that students sometimes add unnecessary elements or overgeneralize the text, which can change the meaning and cause inaccuracies in answers.

Interviews with students and teachers provided additional insights into students' understanding of online news articles. The interview results showed that the majority of students were able to understand the main ideas and overall meaning of the text, although they had difficulty remembering and interpreting more specific details. Some students admitted that they sometimes had difficulty connecting more subtle or in-depth information to the questions given. This is in line with the findings from the test results which showed that omission errors and incorrect information were more common.

The most common error was misinformation, indicating that students often had difficulty understanding and reproducing information correctly. These errors were mostly related to lexical, grammatical, and contextual problems of the text. Students tend to have difficulty understanding key details and connecting more specific information to the questions asked. This suggests the importance of instruction that focuses on increasing attention to detail and deeper understanding of texts. Factors such as variability in student proficiency levels, lack of independent reading strategies, and high cognitive load contribute to students' difficulties in comprehending online news texts. This suggests the need for more structured instruction and support in addressing these challenges.

SIMPULAN

This study examines EFL students' difficulties in comprehending online articles, concentrating on the types of errors they make, the specific challenges they face, and the causes of these difficulties. This study is relevant because, despite the increasing consumption of digital news, many students lack the reading comprehension skills necessary to properly analyze the material. Recognizing these errors helps identify areas for educational development and how EFL learners interpret online content. By identifying (1) common comprehension errors, (2) the most challenging aspects of reading online news, and (3) the underlying factors that influence students' comprehension, the research questions support the research objectives. A thorough investigation of these issues was ensured by a combination of error analysis and interview results.

32 secondary school EFL students participated in the study; five students and their teachers were interviewed, and their written responses were checked for errors. Quantitative and qualitative insights are offered by this participant selection, providing a comprehensive view of the challenges students face and their methods for approaching reading comprehension in the context of online news. This study examines the common errors EFL students make when comprehending online news items, the sections they struggle with the most, and the causes of their comprehension problems. Several key conclusions were drawn from student and teacher interviews and analysis of student test response errors.

Answering questions about Common Errors in Online News Comprehension: Misinformation (70.58%), omissions (26.47%), and additions (2.94%) were the most common errors. Misinformation errors, such as poor grammar or word choice, reveal problems with sentence structure and lexical accuracy. Omission errors, in which students omit important elements, suggest that they may have difficulty gathering such details. Although less common, addition errors tend to include irrelevant details to reduce uncertainty. As students interact with news texts, these patterns reveal deficiencies in their language and cognitive processing abilities.

To answer the second research question, Most Challenging Aspects of Online News Articles: students specifically struggled to identify key details, draw connections between the text and comprehension problems, and navigate complex sentence structures. Although they were usually able to grasp basic ideas, many made errors because they misunderstood specific details. Students also demonstrated difficulty processing implicit information, finding it difficult to determine the meaning of statements that were not explicitly stated. Teacher interviews supported these findings, indicating that while advanced students were able to navigate a variety of text types, others struggled, particularly with complex sentence structures.

To answer the final question, Factors Contributing to Comprehension Difficulties: students' difficulties with reading comprehension were influenced by a number of factors. Inequities in classroom engagement and comprehension skills resulted from variations in the zoning system across competency levels. Many students relied on their peers for help rather than honing their own critical thinking skills because they lacked independent reading practice. Additionally, some students found long or information-dense texts overwhelming, which may have contributed to cognitive overload and attention span issues. According to teacher observations, students' comprehension effectiveness was strongly influenced by their motivation and past reading habits.

DAFTAR PUSTAKA

- Abu. (2014). Administrasi dan Supervisi Pendidikan. In *Hadeafriansyah@Fip.Unp.Ac.Id*.
- Andris, D. S., & Anita, Y. (2013). *THE TEACHING ANALYSIS OF READING COMPREHENSION: A CASE OF THE EIGHT GRADE STUDENTS OF SMP PGRI 01 SEMARANG* (Vol. 4, Issue 1).
- Asmilawati, S. (2020). *An Analysis of Students' Problem in Reading Comprehension Through Questioning Technique*. 62.
- Astria, W. J. (2020). An Analysis of Students' Reading Ability in Identifying Generic Structure of News Item Text. *Jurnal JIPS*, 1(1), 28–34.
- Basar, Z. M., Mansor, A. N., Jamaludin, K. A., & Alias, B. S. (2021). The Effectiveness and Challenges of Online Learning for Secondary School Students - A Case Study. *Asian Journal of University Education*, 17(3), 119–129. <https://doi.org/10.24191/ajue.v17i3.14514>
- Belagraa, A. (2019). *The Effectiveness of Utilizing Newspaper Texts to Enhance Reading Comprehension and Vocabulary in EFL . First Year LMD Students of English as People ' s Democratic Republic of Algeria Ministry of Higher Education and Scientific Research University of Must*. July. <https://doi.org/10.13140/RG.2.2.33419.44323>
- Bilqis. (2011). *The Quality of News Item Texts*.
- Bojovic, M. (2014). *Reading Skills and Reading Comprehension in English for Specific Purposes*. September 2010.
- Butterfuss, R., Kim, J., & Kendeou, P. (2020). Reading Comprehension. In *Oxford Research*

- Encyclopedia of Education*. Oxford University Press.
<https://doi.org/10.1093/acrefore/9780190264093.013.865>
- Cahyana, I. (2020). *News of the Day Bahasa Inggris Kelas XII*. 1–36.
- Capodieci, A., Cornoldi, C., Doerr, E., Bertolo, L., & Carretti, B. (2020). The Use of New Technologies for Improving Reading Comprehension. *Frontiers in Psychology*, 11(April), 1–9. <https://doi.org/10.3389/fpsyg.2020.00751>
- Ciarli, T., Kenney, M., Massini, S., & Piscitello, L. (2021). *Digital Technologies, Innovation, and Skills: Emerging Trajectories and Challenges*. 7(2), 1–18.
- Cohen, R. F., & Miller, J. L. (n.d.). *Longman Academic Reading* 4.
- Craig, R. P. (1983). *Reading Horizons: A Journal of Literacy and Language Arts Piaget 's Theory of Conceptual Development as it Applies to the Teaching of Reading PIAGET 'S THEORY OF CONCEPTUAL DEVELOPMENT AS IT APPLIES TO THE TEACHING OF READING*. 23(2).
- Creswell, W. J., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9).
- Dawadi, S. (2020). Thematic Analysis Approach: A Step by Step Guide for ELT Research Practitioners. *Journal of NELTA*, 25(1–2), 62–71. <https://doi.org/10.3126/nelta.v25i1-2.49731>
- Djibrin, A. K. S., Subiyanto, P., Wakhudin, W., & Sri Rahayu, N. (2024). Transforming Education in The Digital Age: How Technology Affects Teaching and Learning Methods. *Journal of Pedagogi*, 1(3), 141–155. <https://doi.org/10.62872/ksq9jc13>
- Gedik, O., & Akyol, H. (2022). Reading Difficulty and Development of Fluent Reading Skills: An Action Research. *International Journal of Progressive Education*, 18(1), 22–41. <https://doi.org/10.29329/ijpe.2022.426.2>
- Georgia Historical Society. (2019). *Inside the CNN Center in Atlanta*.
- Grabe, W., & Stoller, F. L. (2013). Teaching and Researching Reading. In *Teaching and Researching Reading, Second Edition*. <https://doi.org/10.4324/9781315833743>
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3(May), 275–285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Hamilton, I. (2016). News Item. *Advances in Dual Diagnosis*, 9(4), 117–118. <https://doi.org/10.1108/add-02-2016-0003>
- Handayani, R. (2017). *Teaching Reading Comprehension in News Item Text By Using Facts Questions Responses Strategy*. 4(2), 48–56.
- Hendrawati, N. (2018). An Analysis on Students' Errors in Writing Sentence Patterns. *Loquen: English Studies Journal*, 11(01), 63. <https://doi.org/10.32678/loquen.v11i01.1036>
- Herrman, C. S. (2012). CNN and the News: Stewarding the Public Interest. *SSRN Electronic Journal*, April. <https://doi.org/10.2139/ssrn.1627695>
- Hikmah, H. (2020). Analysis of Omission and Addition Errors Found in the Students' English Texts. *ELTICS: Journal of English Language Teaching and English Linguistics*, 5(1). <https://doi.org/10.31316/eltics.v5i1.526>
- Hoblidar, N., & Sowmya. (2022). Reading in Digital Era: A Study on Enhancing Reading Skills. *International Journal of English Literature and Social Sciences*, 7(5), 1–6. <https://doi.org/10.22161/ijels>
- Honantha, C. R., Anandya, D., & Indarini. (2012). *INDONESIAN READERS' MOTIVATIONS AND ATTITUDE TOWARDS DIGITAL PRESS*. 1222–1234.
- Khattak, A. W., & Nasir, M. (2020). The Role of Information Technology in Media Industry. *Online Journal of Communication and Media Technologies*, 2(3). <https://doi.org/10.29333/ojcm/2395>
- Kumar, S., & Kumar, L. (2023). The Evolution of News: Exploring the Shift from Print to

- Online Sources. *International Journal For Multidisciplinary Research*, 5(2), 1–14. <https://doi.org/10.36948/ijfmr.2023.v05i02.2367>
- Lee, D., Huh, Y., Lin, C. Y., & Reigeluth, C. M. (2018). Technology functions for personalized learning in learner-centered schools. In *Educational Technology Research and Development* (Vol. 66, Issue 5). Springer US. <https://doi.org/10.1007/s11423-018-9615-9>
- Liou, K. (2021). Reading Comprehension. *Best Practices for the Inclusive Classroom: Scientifically Based Strategies for Success*, 155–186. <https://doi.org/10.4324/9781003233237-7>
- Mckee, S. (2012). *Reading Comprehension, What We Know: A Review of Research 1995 to 2011*.
- Mirawati. (2018). Error Analysis on Student's Pronunciation in Reading Text at The Tenth Grade of SMK Batik 1 Surakarta in 2017/2018 Academic Year. *Analytical Biochemistry*, 11(1), 1–5.
- Muqbel, M. N. H. (2018). Error Analysis. *IJRAR*, 5(4), 193–196.
- Ngabut, M. N. (2015). Reading Theories and Reading Comprehension. *Journal on English as a Foreign Language*, 5(1), 25. <https://doi.org/10.23971/jefl.v5i1.89>
- OECD. (2010). News in the Internet Age. In *News in the Internet Age*. <https://doi.org/10.1787/9789264088702-en>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544. <https://doi.org/10.1007/s10488-013-0528-y>
- Pardede, P. (2019). Print vs Digital Reading Comprehension in EFL: A Literature Review. *JET (Journal of English Teaching)*, 5(2), 77. <https://doi.org/10.33541/jet.v5i2.1062>
- Sarkar, B. (2023). Digital Technology In Education For The Teaching And Learning Process Of 21st Century. *Educational Technology: Vision 21st Century*, December, 87. <https://doi.org/10.25215/9189764617>
- Shatri, K., & Kelmendi, J. (2023). Exploring Perspectives: The Virtual Classroom's Impact on Student Achievement from the Viewpoints of Both Students and Teachers. *Journal of Social Studies Education Research*, 14(3), 236–257.
- Shohamy, E., & Menken, K. (2015). Language Assessment. *The Handbook of Bilingual and Multilingual Education*, 253–269. <https://doi.org/10.1002/9781118533406.ch15>
- Sunardi Hasyim. (2002). ERROR ANALYSIS in the TEACHING of ENGLISH. *K@Ta*, 4(1), 62–74.
- Tamba, R. J., & Pardede, H. (2023). Error Analysis on Reading Comprehension at Vocational School. *The Explora*, 9(1), 88–102. <https://doi.org/10.51622/explora.v9i1.1244>
- Tarigan, W. P. L., Sipahutar, H., & Harahap, F. (2021). The Effect of Interactive Digital Learning Module on Student's Learning Activity and Autonomy. *Bioedukasi: Jurnal Pendidikan Biologi*, 14(2), 196. <https://doi.org/10.20961/bioedukasi-uns.v14i2.49366>
- Tercanlioğlu, L., Oktay,), Üniversitesi, A., & Bilimler, S. (2012). Theories in Reading Education. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 16(3), 59–72.
- Vásquez, D. A. L. (2008). Error analysis in written composition. *Profile Issues in Teachers' Professional Development*, 10, 135–146.
- Wardani, A. W. P., & Sari, D. M. M. (2020). Students' Attitude on Reading Classroom. *Jurnal Ilmiah Wahana Pendidikan*, 6(4), 849–854. <https://doi.org/10.5281/zenodo.4305497>