Exploring Indonesian Gen Z Digital Reading Issues

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Generation Z is the youngest generation in this era. They have strong ability in technology. They can use technology for every activity they want, for the example in reading. They can read digitally through their screen by using their mobile phone, laptop, or computer. However, they prefer to read texts in digital form than printed texts, even though they're still facing some problems on it. This research explores Indonesian Gen Z digital reading issues. There are 235 youths' participants of this research. The quantitative survey method was used in this research. The finding of this research showed that Indonesian Gen Z prefer to read in digital text through their mobile phone than printed text. Nonetheless, Indonesian Gen Z is still having some issues in digital reading.

Keywords: Extensive reading, primary school pupils, and Bone-bilingual book.

Generasi Z adalah generasi yang paling muda di era sekarang ini. Mereka mempunyai kemampuan yang kuat dalam teknologi. Mereka dapat menggunakan teknologi dalam setiap aktivitas yang mereka inginkan terutama dalam membaca. Bagaimanapun, mereka dapat membaca secara digital melalui layar menggunakan telepon genggam, laptop, atau computer. Meskipun mereka memilih untuk membaca teks digital daripada teks print, mereka masih menghadapi masalah dalam hal itu. Penelitian ini mengungkapkan permasalahan-permasalahan Generasi Z di Indonesia dalam membaca digital. Ada 235 anak muda yang berpartisipasi dalam penelitian ini. Metode quantitative survey digunakan dalam penelitian ini. Hasil dari penelitian ini menunjukkan bahwa Generasi Z di Indonesia lebih memilih membaca teks digital melalui telepon genggam mereka daripada membaca teks print. Meski demikian, Generasi Z Indonesia masih mempunyai beberapa masalah dalam membaca digital.

INTRODUCTION

People nowadays live in the 2020 era, which is there are many generations until now. On Salleh (2017), generation is a term when the individuals or a cohort live in a specific year. There are five cohorts era; 1) Silent generations who born in 1928 – 1945, 2) Boomers generations born in 1946 – 1964, 3) Generation X born in 1965 – 1980, 4) Millenials born in 1981 – 1996, 5) and the last is Generation Z. The youngest generation now is Generation Z, they born from 1997 until 2012 (Pew Research Center). This generation has different name such as Gen Z, Zs, Gen Tech, Net Gen, Digital Natives, Etc (Salleh, 2017). The generation can be grouped in particular because every cohort has different characteristics.

Generation Z have different characteristics from the oldest generation. It is proofed that they have different preferences from the oldest because they are influenced by technological advances (Parry, 2020). As the youngest generation, the common characteristic of Generation Z, they are used to with technology. They are familiar with technology because they use it since they were in the early age introduced by their parents (Tjiptono, 2020). Another characteristic of Gen Z from Sriprom (2019) is that Gen Z is the multitasking cohort. They can work on two jobs simultaneously. They have full innovation, so they can innovate everything by using technology. For example, when the previous cohort usually read use printed text, Gen Z can read a digital text through the screen.

On Dwidienawati (2019), Indonesian Gen Z is the first cohort with a wide scale to access digital communication technology through mobile phone, WiFi, and Computer. It is supported by Nielsen Consumer & Media View's 2016 survey cited in Hinduan (2020) stated that from 17.000 respondents aged 10-19 years, Generation Z in Indonesia choose television, internet, and radio as the primary sources of information media. Only 9% of this group read the printed text, which newspaper is the famous printed text. This survey was conducted from 2010 to 2016 in 11 cities in Indonesia (Jakarta, Bandung, Yogyakarta, Semarang, Surakarta, Surabaya, Denpasar, Medan, Palembang, Makassar, and Banjarmasin). Ordinary, Generation Z spends 3.5 hours to access the internet over their mobile phone than the average of internet use in previous generations. However, the internet's role is crucial in Indonesian teenagers' digital life.

In digital life nowadays, the digital literacy role is essential, especially for Generation Z. This generation can find what they want to search for easily over their mobile phone. They can find the sources by reading digital text wherever and whenever they want through it. Espaillat (2017) stated that Generation Z have different reading culture, whereas they can access the source of reading through internet or read digitally. It can be accessed from the internet in various forms such as web pages, blogs, online posting, Etc use mobile phone, computer, or laptop as the screen reading tools (Pardede, 2019). They get the new sources, new format for learning, recreation, communication, and interaction with other people in digital. With the strong ability to use technology, it can be concluded that Gen Z can use the screen reading tool (mobile phone, laptop, or computer) easily to read digital text for many purposes.

On the other hand, Soroya (2016) stated that the world is still in transformative phase, which means Gen Z read print text nor screen. They still have doubts about digital text. This statement is supported by Mushtaq's research (2020) that Gen Z in Pakistan still prefer to read printed text through book than digital text through. Even though they choose to read printed text, it does not mean that they do not want to read digital text. They still have willingness to read digitally. This issue is partly due to generation Z still having some problem with digital reading. In Stoller's research (2020), the participants stated they prefer to read printed text than digital text due to the Vietnamese digital reading issues. This issue can be linked to secondary textbook reading habits of participants. When they read printed text, they can make a little note, underlining the line, highlighting the line, and they can refer back to the annotation they make quickly. Comparing with digital text reading on screen, it could be exhausting and challenging to make the note especially reading through mobile phone or small screen. Sometimes, we can not highlight,

underlining, and make a note directly at the line or page we want. It could make the readers feel confused when they want to re-read or re-find the text. Reading in digital text has tended that it is not as practice as reading in printed text. The reader cannot make scribbles on the paper directly. Another issue of digital reading from Mushtaq (2020) reading through screen gets Gen Z health problem like their eyes are strain if they were reading digitally too long in front of the screen. In addition, the distraction of pop-ups and different links suddenly appear, slow internet connection, and price are the demotivational things in reading through screen.

However, Gen Z is still practicing the transition between digital text and printed text. It might be they still have some problem in digital reading like the researchers stated previously. This issue is essential to explore, so we know what the Gen Z needs for digital reading based on the problem they have.

METHOD(S)

This research used descriptive quantitative approach by applying survey design. This study involved 235 Indonesian Gen Z aged started from 7 – 22 years old, according to Pew Research Center (2019). Google form was used to reveal the issue that Indonesian Gen Z faced in digital reading. The questioner used a 5 Likert scale (totally disagree, disagree, neutral, agree, totally agree). It was adapted from three experts Mushtaq (2020), Rahmat (2018), and Soroya (2016). After the whole of data already collected, it was analyzed using IBM SPSS 24. The researcher then interprets and discuss the result.

Chart 1.1:
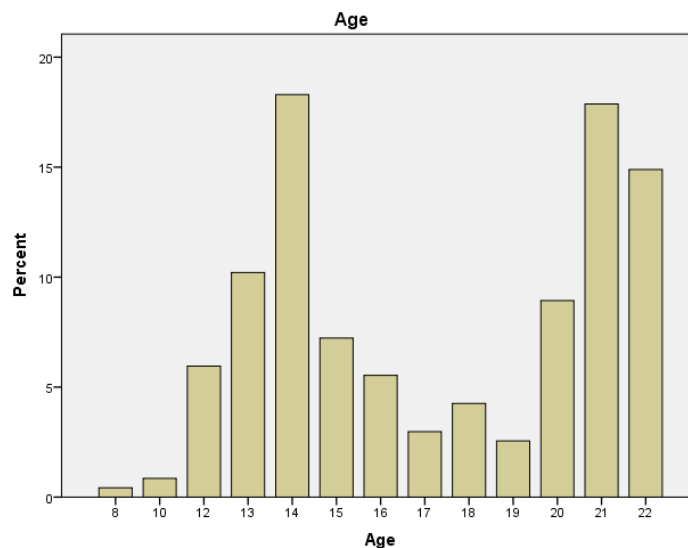
The chart above shows the percentage of participants' age. The oldest participant is 22 years old (14.9%). Meanwhile, the youngest is eight years old (0.4%).

Table 1.1:

		Frequency	Percent
Gender	Women	153	65.1%
	Men	82	34.9%
	Total	235	100%
Education	Primary school	4	1.7%
	Junior High School	93	39.6%
	Senior High School	29	12.3%
	University	109	46.4%
	Total	235	100%

Based on the table above, there are 235 Indonesian Gen Z participated in this research. 65.1% of them are women, and 34.9% of them are men. There are 46.4% participants from university students (18-22 years old), 12.3% participants from senior high school students (15-17 years old), 39.6% junior high school students (12-16 years old), and only 1.7% participants from primary school (8-9 years old).

FINDINGS AND DISCUSSION

This section presents the findings, and the discussions of Indonesian Gen Z issues in digital reading mentioned previously. There are 235 youths as the participants of this research.

Table 1.2: Participant reading preferences

		Frequency	Percent
Language Choices	Bahasa Indonesia	187	79.6%
	English	48	20.4%
	Total	235	100%
Reading preferences	Printed text	112	47.7%
	Digital text	123	52.3%
	Total	235	100%
Tool for reading	Mobile phone	214	91.1%
	Laptop	20	8.5%
	Computer	1	0.4%
	Total	235	100%
	School or academic	52	22.1%

Reading purposes	purposes		
	Learning purposes	95	40.4%
	Entertaiment purposes	88	37.4%
	Total	235	100%

According to the table, most Indonesian Gen Z (79.6%) choose Bahasa Indonesia as the language choices for reading. Meanwhile, only 20.4% choose English as language used in reading. Thus, most Indonesian Gen Z (52.3%) prefer digital text as reading preferences to printed text (47.7%) it means that reading digital is famous enough for Gen Z in Indonesia. Most of them (91.1%) prefer to use mobile phone as the tool of digital reading than laptop (8.5%) and computer (0.4%). Mobile phone can be used because everything is in one hand. On Ozkan (2015) stated that Generation Z is capable of mobile phones and is like the essential part for them. Asyifa (2019) stated that mobile phone has so many features on its. Youths can use it easily wherever and whenever they want. They can use internet feature to access digital text and find reading sources. Indonesian Gen Z read often for learning purposes (40.4%) out of school or academic purposes (22.1%). They search reading text digitally through mobile phone for finding new knowledge. Some of them (37.4%) prefer to find entertainment purposes when they read.

To sum up, Indonesian Gen Z still prefer to read in Bahasa Indonesia than English. They promote digital text through screen than printed text through book. Most of them use their mobile phones to find digital text because mobile phones are straightforward. They usually read for learning purposes, find the knowledge out of their school of academic purpose. On the other hand, some of them prefer to read for leisure purposes.

Table 1.3: Indonesian Gen Z Digital Reading Issues

	N	Totally disagree	Disagree	Neutral	Agree	Totally agree	M
Reading digital makes my eyes strain	235	3.0%	10.2%	34.9&	34.9%	17%	3.53
During digital reading, the pop-up links disturb me the most.	235	2.1%	4.3%	9.8%	28.9%	54.9%	4.30
Downloading digital texts increase my data usage	235	1.3%	7.7%	34.5%	37.9%	18.7%	3,65
My slow internet connection doesn't support me to read digital	235	8.5%	20%	34.9%	23.8%	12.8%	3.12
My parents don't like when I read digital	235	14.9%	30.6%	34.9%	14.5%	5.1%	2.64
I find difficult to find certain text when I read digital	235	4.7%	33.2%	36.2%	21.3%	4.7%	2.88
I suddenly often lose my access during my digital reading	235	2.6%	24.7%	32.8%	34.0%	6.0%	3.16
I don't like reading digital through a screen	235	6.4%	38.7%	33.6%	13.2%	8.1%	2.78
I find digital reading is wasting my time	235	13.6%	50.6%	26.4%	6.8%	2.6%	2.34
I don't have the ability to read digital	235	17.4%	53.6%	22.1%	4.7%	2.1%	2.20
I feel bored when I read digital	235	10/2%	38.7%	35.3%	10.6%	5.1%	2.62
I find difficult to understand the text when reading digital	235	7.2%	36.2%	40.4%	11.9%	4.3%	2.70
I find hard to focus when I read digital	235	6.4%	25.5%	37.0%	23.4%	7.7%	3.00
I prefer to read printed text than digital text	235	3.0%	13.2%	39.1%	22.6%	22.1%	3.48
I don't want to change my habit of reading printed text by reading digital text	235	4.3%	12.8%	55.3%	21.3%	6.4%	3.13

The table above shows the issues that Indonesian Gen Z faces in digital reading. The researcher divided the issues into three sections:

1. Digital Reading Ability

17.4% Indonesian gen z stated they totally disagree that they have not ability to read digitally (M=2.20). Meanwhile, 53.6% stated they disagree. It means that Indonesian Gen Z can read digitally through screen. On Singh (2014), Gen Z was born where World Wide Web came,so they can use digital literacy skills to use the mobile phone, laptop, computer, access the internet, Etc. They do not have the problem to access the internet to find the digital text. Nevertheless, they still have difficulty finding text in reading digital (M=2.88) 36.2% stated neutral and 33.2% stated

disagree, and 40.4% Indonesian Gen Z stated neutral on the statement 'difficult to understand the text when reading digitally' (M=3.00). Meanwhile, 36.2% of them stated they disagree with that statement. Like the common characteristic of Gen Z, Indonesian Gen Z can read digitally but still have the troublesome to find text when they read digitally.

2.   Internet and Connection Problem

54.9% of Indonesian Gen Z stated that they agree with statement the links suddenly appear are very disturbing (M=4.30). When people read digital, sometimes the link or ad suddenly appear. Thus, 37.9% of Gen Z agree that downloading digital text increase data usage (M = 3.65). Gen Z already used the data usage for searching the text so, they do not want to increase more the data to download the digital text. Due to the data usage, 34.9% of Gen Z stated that they neutral in statement slow internet connection does not support them to read digital (M = 3.12) as well as, 34.0% of them agree that when they read digital text, they suddenly lose access (M = 2.88) but 32.8% stated neutral.

3.   Digital Reading Behavior

38.7% of Indonesian Gen Z stated that they disagree with the statement I feel bored when I read digitally (M = 2.62). They still have motivation to read the digital text. On Djiwandono (2018), there are many various types of digital reading text such as line today or Webtoon that Gen Z can read for entertainment purposes. Gen Z not only read for learning purposes but also for entertainment purposes, so they do not feel bored when reading digitally. Meanwhile, 37.0% of Gen Z feel neutral in statement I find hard to focus on reading digital (M =3.00), and 50.6% disagree that reading digital is wasting time (M=2.34). Satriani (2019) stated that in reading digital, we could found many sources for various purposes. Gen Z not only reading for academic/school or learning purposes but, they also read for entertainment. In digital form. 38.7% of Indonesian Gen Z stated that they disagree with statement I do not like reading digitally through screen (M=2.78), but 33.6% stated neutral. They still have the tendency to read printed text. On the statement 'I prefer to read printed text than digital text' (M=3.48), 39.1% of youths stated neutral. 34.9% felt neutral on the statement, 'My parents do not like when I read digitally' (M=2.64). 34.9% of Indonesian Gen Z stated neutral and agreed on the statement ' reading digitally makes my eyes strain' (M=3.53). The last, on the statement 'I do not want to change my habit of reading printed text by reading digital text' (M=3.13), 55.3% of them stated neutral.

CONCLUSIONS

Extensive On the digital reading ability sections, we can assume that Indonesian Gen Z have the ability and understand how to use the technology and read the digital text through screen use their device. The result of this research proved that they still have a tendency on lack digital reading in the case when they want to find a text in reading digitally. They also felt difficult to understand the text when they read digitally sometimes. This issue could be solved if the Indonesian Gen Z keep reading digital and makes it their habit so that they will get used to with digital reading.

On the internet and connection problems, Indonesian Gen Z still have issues on their device. Sometimes, when they read digitally, the pop-up links appear and disturb. They agree that this issue annoys them. The other problems on their device when they read digitally, they agree that download the digital text or text source in internet increase the data usage. For the internet speed problem in digital reading, they felt neutral because sometimes the slow internet speed could be disturbing when we read digitally and lose the source's access. Due to the device problems, every place like school and library should provide free WiFi, so Indonesian Gen Z can utilize the free WiFi to find the sources so it cannot increase their data usage and the can read digital comfortably.

Least, on digital reading behavior, it could be assumed that Indonesian Gen Z still have bias to read printed text than digital text, but it does not mean that they do not have willingness to read digital. They do not agree that digital reading is bored and wasting the time because they can read for various purposes, like searching for the learning material or entertainment purposes. On the other hand, they felt neutral to focus on reading digitally. It might be the pop-up link suddenly appear when they read. The parents should support them when they try to read digitally, but, they have to manage their time so their eyes are not strained when reading digitally.

However, Indonesian Gen Z still have some problems in digital reading. To improve their digital reading habits better and make them more digitally literate, especially in reading digital. However, we must understand their problem, so we know what they need to read digital based on their problems. For example create easy and convenient platform or application for digital reading (for various reading purposes), provide free WiFi in school or library, get used to reading digital even if only in a few minutes when study, Etc.

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