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The Influence of Hyper Reading on Learning Media Development

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Abstrak
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Penelitian ini berfokus pada permasalahan mengenai kebiasaan membaca generasi digital native atau dikenal dengan istilah hyper reading yang mempengaruhi pengembangan media pembelajaran. Sebab saat ini pengembangan media pembelajaran kurang memperhatikan karakteristik membaca penggunanya. Sehingga, penelitian ini bertujuan untuk mengetahui pengaruh karakteristik hyper reading terhadap pengembangan dan pengemasan media pembelajaran. Penelitian ini menggunakan metode deskriptif kualitatif dan salah satu cara memperoleh data tersebut adalah melalui studi literatur, survei, dan diskusi kelompok terfokus. Hasil survei menemukan bahwa ciri-ciri hyper reading yang paling sering dirasakan pengguna adalah filtering, skimming, pecking, imposing, dan filming. Terdapat dua kategori media pembelajaran yang terpengaruh oleh hyper reading, yaitu media cetak dan non-cetak. Sehingga dapat disimpulkan bahwa karakteristik hyper reading dapat mempengaruhi pengembangan media pembelajaran yang melibatkan proses membaca. Pengaruh yang paling signifikan terdapat pada desain pesan atau pengemasan materi media pembelajaran sesuai dengan lima ciri hyper reading yaitu filtering, skimming, pecking, imposing dan filming.

Abstract

This research focuses on problems regarding the reading habits of the digital native generation, known as hyper reading, which influences the development of learning media. Because currently, the development of learning media pays little attention to the reading characteristics of its users. So, this research aims to determine the influence of hyper reading on the development and packaging of learning media. This study used descriptive qualitative method. One way to obtain this data is through literature studies, surveys and focus group discussions. The survey results found that the characteristics of hyper reading that are most often felt by users are filtering, skimming, pecking, imposing, and filming. There are two categories of learning media that are influenced by hyper reading, namely print and non-print media. The characteristics of hyper reading can influence the development of learning media that involves the reading process. The most significant influence is in the message design or packaging of learning media materials in accordance with the five characteristics of hyper reading, namely filtering, skimming, pecking, imposing and filming.

INTRODUCTION

The current condition of knowledge is no longer limited in number because the development process is so fast and influenced by technological developments that knowledge becomes more complex and spreads quickly. Education was the only place to gain knowledge in the past. Still, along with the demands of the age where knowledge is an asset in life, now getting knowledge is not limited only when the teacher delivers material in class, but everyone can access knowledge easily by simply with internet capital. The internet provides enormous access to information today, but the information sometimes differs from actual knowledge. Therefore, the existing information must be processed in a good way of reading.

Reading is fundamental because, in education, all learning activities are based on reading and writing. According to William D. Baker in Harras (2014), learning activities in tertiary institutions focus on reading activities so that only by reading various kinds of knowledge around the world can be explored easily. This is also in line with the opinion of Mortimer J. Adler, who states that reading is learning in a context to gain knowledge. Therefore, there is a close relationship between reading and learning because reading is part of learning activities from elementary school to university so that one day they can become someone with a literacy culture.

Reading, if defined more traditionally, is the process of decoding the intended meaning of printed or written linguistic symbols (Nuttal, 1982: 42). According to this definition, reading is a consequence of the interaction between the reader's language abilities, cognitive abilities, and knowledge and how the graphic symbols representing language are perceived. Consequently, reading involves associating the text, the reader, and the social setting where the activity occurs. This is following Hudelson in Murcia (2001: 154), which states that the reading process requires the reader to act or interpret the text and that interpretation is influenced by the reader's experience, language background, cultural frame of reference, the reader's reasons for reading, and habits.

The habit of reading from generation to generation does have very significant differences; for example, the digital immigrant generation, who are very attached to reading in printed version, will read it sequentially and be very careful in paying attention to every word and sentence, so they appreciate the author's efforts in presenting a reading material. In contrast to the current digital native generation, they tend to read quickly, lack contextualization, and always make their own conclusions from their reading results. Thus, existing reading materials will be less meaningful in content because digital natives, as the main target audience, have different reading habits.

The reading habit of digital natives is called hyper reading by Sonoski (1999) based on an essay he wrote. Sonoski also defines hyper reading as "reader-directed, screen-based, computer-assisted reading) has a higher degree of selectivity than the print-based." Based on this definition, a hyper reader always chooses the text to be read and depends on the goals and interests of the reader. With a screen-based and computer-based way of reading, a hyper reader will have a higher level of selectivity.

Suppose we look deeper into the world of education, especially at the tertiary level. In that case, the habit of reading hyper-reading will greatly affect the presence of learning media as a tool in conveying messages or material because the media's position is indeed a communication tool to make the learning process more effective. Based on its function learning media has three main functions, according to Kemp & Dayton (1985), namely 1) motivating interest or action, 2) providing information, and 3) giving instructions. Focusing on the second function, where the media provides information, information or material must be designed systematically and psychologically regarding learning principles. However, most existing media still use the old way, where the material is abundant and assumes that readers have the same reading habits as digital immigrants.

This is a common mistake for most learning media developers, especially in Indonesia, where the analysis of user characteristics is less thorough and has not yet reached the analysis of reading habits. So later, digital natives will have difficulty reading because the material presented is not

following their habits, which will affect the failure to achieve learning objectives. Meanwhile, if the developers realized that readers are hyper reading, it would significantly affect the packaging of learning media material. The message design of learning media materials will also be adjusted to the habit of reading hyper reading so that it will be seen how hyper reading will affect the packaging of material in a learning media.

Based on the explanation above, this research will focus on finding out in depth the influence of hyperreading in the development of learning media as an effort to adapt to the reading habits of digital natives, which, if not done, will have a significant impact on the learning process and failure to achieve learning goals.

METODE

The methodology of this paper uses a qualitative descriptive approach. One method of gathering information is studying literature, surveys, and focus groups. According to Zed (2014), to undertake a literature study, one must first design a research plan and use library resources to gather research information. Data sources, journals, books, library resources, and focus group discussions (FGDs) about creating learning media and hyper reading were chosen. Data must be gathered and organized before being analyzed and conclusions drawn. This study was conducted in the Educational Technology Study Program, State University of Jakarta for remarkably engaged students. Thirty students from the 2019 and 2020 academic years served as the research participants.

RESULT

Referring to the opinion of Sonoski (1999) regarding hyper reading, eight characteristics will later become a reference in packaging material as a process of developing learning media. These eight characteristics include filtering, skimming, pecking, imposing, filming, trespassing, de-authorizing, and fragmenting. Based on these characteristics, a survey was conducted to find out what characteristics are felt by digital natives, and the following are the results.
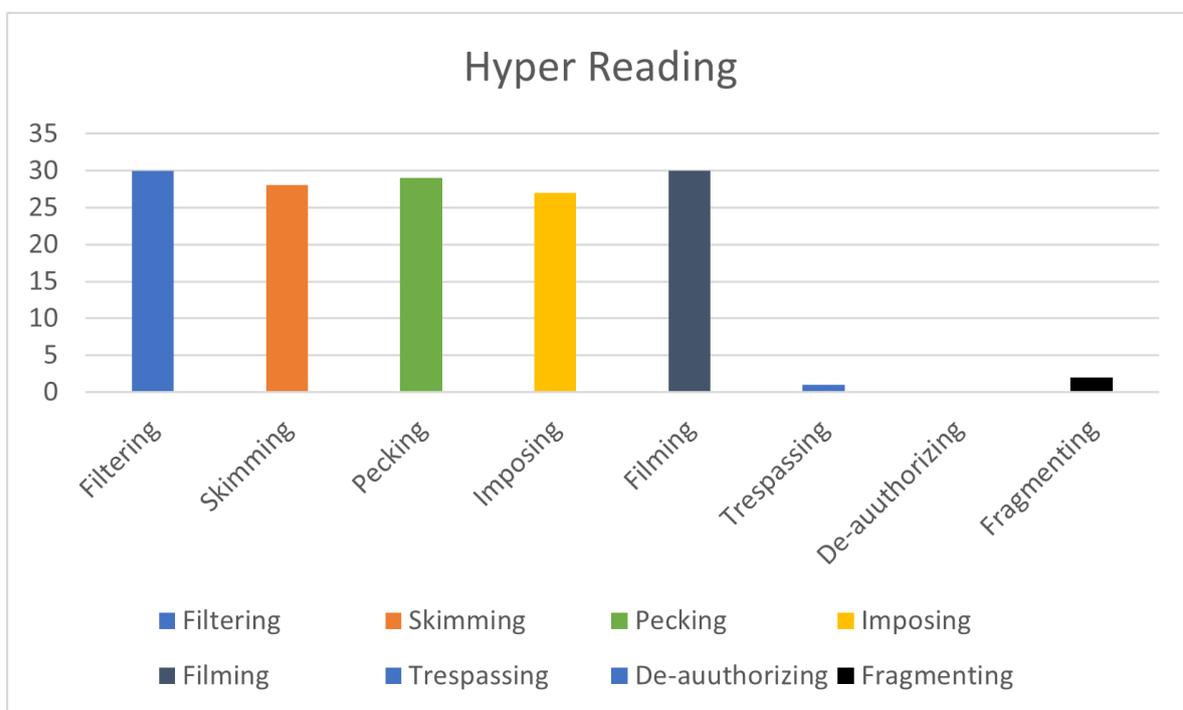

Figure 1 Survey of Hyper Reading Characteristics Perceived by Digital Natives

The survey results found that students' highest characteristics of hyper reading were filtering, skimming, pecking, imposing, and filming. So, this article will discuss the influence of the five characteristics of hyper reading above in learning media development. Three other characteristics, such as trespassing, de-authorizing, and fragmenting, are not included in this study because they see the urgency and phenomena that occur in students as the digital native generation.

DISCUSSION

The literature study results provide an essential description of the habits carried out based on the five characteristics of hyper reading above. Knowing these habits will make determining what influences impact the learning media development process more manageable.

1. Filtering.
   In the process of reading any text, a filtering process must occur, meaning there is a level of selectivity. Selectivity is used as a way to find more relevant meanings and reduce things that are less relevant in a reading text. In hyper reading filtering is one sure way to speed up activities in reading millions of words in a book, one way of filtering is to track the occurrence and repetition of keywords. The practice that is generally used by digital natives when reading with the help of a computer is to use a shortcut in the form of control+f to find keywords easily and practically; with this practice, the filtering process will quickly occur.

2. Skimming
   Skimming means that less of the text is being read. Sosnoski added that if you skim a printed book, you might first look at the table of contents, then the index and bibliography then read the introduction and conclusions, and towards the end, move on to an exciting chapter or catch up on a conceptual plot or two. Examples include proposals designed so skimming becomes the norm to help the reader not to read too much. Skimming is an appropriate response to hypertext because most are not intended to be read entirely.

3. Pecking.
   Sosnoski characterizes pecking as a less linear reading sequence. Reading at a glance could be better because it misses essential parts. Skimming needs to include more details but still follows the structure and at least gains an understanding of how the text is coherent. However, pecking in hyper reading teaches us to read randomly, not linearly; sometimes, reading starts from the first paragraph and can immediately move on to the third paragraph; there is no order, so there is no hope of finding that coherence. However, that is the nature of a hyperreader who always organizes his reading and enforces coherence by rearranging textual fragments into new texts.

4. Imposing
   Sosnoski states that in imposing, less contextualization comes from the text and more from the reader's intention. In hyper-reading, he added, there is no doubt that the reader is in control and that the text is subject to the will of the reader. Hyper-readers impose their framework on the text they are perusing. By framing the text, readers assimilate it with their interests, and when reading a text, questions will arise regarding the meaning of the text; maybe it is in the text, in the mind of the reader, or somewhere between the two. However, a hyperreader always cares less about coherence, textual unity, and authority. For example, when reading poetry, you realize there is a hidden meaning, which is only the principle of presumption; when reading Wikipedia, you will only read the interesting parts. With this phenomenon, there is less contextualization that comes from the text and more that comes from the reader.

5. Filming
   The proportion of graphics in a printed work does have differences. In the construction of hyper reading, regardless of its needs, graphics play a more meaningful role than words. Some will think that hyper readers prefer graphic elements over verbal elements when they gain meaning as a loss of conceptual depth. It cannot be denied anymore the role of graphics in a reading text does have various meanings and can describe a concept or example.

After understanding the description of hyper reading habits that digital natives usually carry out, the following will discuss what influences will impact the learning media development process. Learning media that can categorized as being affected by hyper reading are learning media that involve a reading process like the following.

Table 1 The Effect of Hyper Reading

Type of Media	Effect of Hyper Reading
Visual Media (Book, Poster, Infographic, Module, etc.)	**Filtering** This will affect the presentation; the material must be packaged non-linearly and not focus on the primary material.
	Skimming It will affect the components that will be presented in a media, such as the need for the presence of a mind map or presentation in a mind mapping style. Furthermore, features that attract attention in the linguistic section, such as bold, underline, etc.
	Pecking This will affect the writing process where it is mandatory to avoid writing numbering and use the F pattern presentation.
	Impossing There needs to be a conclusion of the author's version and also a self-reflection session.
	Filming It is very important to present graphics and other supporting images.
Audio Visual Media (video, film etc.)	**Filtering** This will affect the presentation; the material must be packaged non-linearly and not focus on the primary material.
	Skimming Will affect the components that will be presented in a media, the use of interactive multimedia such as H5P is highly recommended.
	Pecking It will affect the pattern of presenting the material and it is recommended that the F pattern or Z pattern be used.
	Impossing There needs to be a conclusion of the author's version and also a self-reflection session.
	Filming It is very important to present more realistic graphics or interesting animations.

Penulisan penjelasan terhadap tabel dan gambar dilakukan merujuk penomorannya, misalnya tabel 1 dan gambar 1. Bukan menunjuk tabel **di atas** dan gambar **di bawah** ini, misalnya. Bentuk tabel garis kolom dihilangkan, hanya garis baris yang diperlihatkan. Hal tersebut dilakukan dengan asumsi tabel juga merupakan paragraf.

CONCLUSSION

Based on the research results above, the characteristics of hyper reading can influence the development of learning media that involves the reading process. The most significant influence is on the design of messages or the packaging of learning media materials according to the five characteristics of hyper reading: filtering, skimming, pecking, imposing, and filming.

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