The Students' Perception of Using E-book to Improve Students' Reading Skill
(A Descriptive Study at the 2nd And 4th of English Study Program of Prof. Dr. Hazairin, SH University Bengkulu)

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ABSTRACT

This study sought to ascertain the perceptions of students in Semesters 4 and 2 of the University Prof. Dr. Hazairin S.H. Bengkulu's English study program regarding their interest in reading Ebooks. Students' perceptions were gathered through a questionnaire, and descriptive qualitative analysis was used to analyze the results. Microsoft Excel was used to process the questionnaire data results in order to ensure the validity of the data. Eleven students from the second and fourth semesters of the University of Prof. Dr. Hazairin S.H., Bengkulu's English Department serve as the sample for this study. Ten persons were included in the samples. Based on the study's findings, it was discovered that students' perceptions totaled 61. A score of 61 on the use of e-books in English language instruction indicates that students have a neutral perception (Best, John in Fitriani 2010). This neutral perception is a result of their reading experiences, particularly when they read on their own. Because they believe e-books can't help them get better at reading, they believe their interest in using them to read is still low. Based on the Likers score analysis, the total score of the students was 61. These values were classified as neutral perception when viewed in the perception table, according to the results. The e-book is marked as suitable for school use.
Keywords: Students' Perception, E-book, Reading Skill

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui persepsi mahasiswa terhadap minat membaca menggunakan Ebook pada Semester 4 dan 2 program studi Bahasa Inggris Universitas Prof.Dr.Hazairin S.H. Bengkulu. Peneliti menggunakan kuesioner untuk mengumpulkan data persepsi siswa dan menggunakan deskriptif kualitatif dalam menganalisis data. Hasil data kuisioner diolah dengan menggunakan Microsoft Excel sehingga diperoleh hasil data yang valid. Sampel penelitian ini adalah mahasiswa semester dua dan semester empat Jurusan Bahasa Inggris Universitas Prof. Hazairin S.H., Bengkulu yang berjumlah 11 mahasiswa. Sampel yang diambil berjumlah 10 orang. Berdasarkan hasil penelitian diketahui bahwa siswa mempunyai total skor persepsi siswa sebesar 61. Skor 61 pada penggunaan E-book dalam pembelajaran bahasa Inggris yang hasilnya menunjukkan siswa mempunyai persepsi netral (Best,w, John dalam Fitriani 2010), persepsi netral tersebut berasal dari pengalamannya dalam proses membaca terutama pada saat mereka membaca. secara mandiri. Mereka merasa masih kurang tertarik menggunakan E-book dalam membaca karena merasa E-book tidak dapat meningkatkan kemampuan membaca mereka. Hasil penelitian menunjukkan bahwa berdasarkan analisis skor Likers, total skor siswa adalah 61, jika dilihat pada tabel persepsi, klasifikasi nilai tersebut berada pada persepsi netral. E-book ini dikategorikan berlaku untuk mahasiswa semester dua dan empat program studi Bahasa Inggris Universitas Prof. Dr. Hazairin S.H. Bengkulu. Jadi kesimpulan dari penelitian ini adalah mahasiswa Program Studi Bahasa Inggris Universitas Prof. Hazairin S.H. Bengkulu, ada yang tertarik dan ada pula yang tidak tertarik menggunakan E-book untuk meningkatkan kemampuan membaca bahasa Inggris. Hal ini disebabkan kurangnya motivasi siswa dalam menggunakan e-book dalam pembelajaran dan sebagian siswa merasa hasil kemampuan membacanya meningkat ketika membaca menggunakan e-book.

Kata kunci: persepsi siswa, E-book, Keterampilan membaca

INTRODUCTION

One of the most extensively studied and utilized international languages for intercultural communication is English. This is consistent with English's function as a global language, as stated by Crystal (2003: 2). English serves as a global or world language because it is learned and used as a first language, second language, and foreign language in many different countries. From junior high school through college, English is taught as a required foreign language in Indonesia, where it is also referred to as formal education.

Regarding the English reading materials created for this study, they include more books and extended exercises designed to help students comprehend English lessons and make use of the most recent materials and tools. In order to help students learn, a good textbook should be able to support and give them enough room to practice using that language. It should also include contextual information about the student's situation, including their surroundings, experiences, and past knowledge (Santosa, 2014, p. 4). Additionally, the course book will successfully fulfill its role as a source of learning for students and as a teaching tool for teachers.

When teaching reading, students' comprehension is influenced by the text's context. Converging the challenges and features of the text material for students is one of the three elements of reading comprehension (Caldwell, 2008, as cited by Azizah, 2016). Only when requested by the teacher do the students read. On the other hand, improving a student's reading proficiency also increases their enthusiasm in reading texts.

It is anticipated that using educational media in line with the content will boost students' motivation and interest. In this manner, the learning objectives and competencies will be appropriately met. According to Miarso (2011, 458), learning media are any and all tools used to convey messages and pique students' interest, motivation, and thoughts in order to promote a purposeful, intentional, and controlled learning process. According to Arsyad (2013: 3), the medium serves as a conduit for information between the source and the recipient. The idea of the media as an intermediary is emphasized in this definition. The quantity of educational resources available for use during the learning phase. Learning media is an element in learning and teaching that has an important role in learning activities.

There are many benefits for users who read e-books as opposed to printed books. For instance, e-books are easier to carry and take up less room than paper books, they make searching and taking notes much simpler, they allow you to customize the font size, they make purchasing much faster and simpler, and they are simple to preserve and protect. E-books are available in many file formats (HTML, PDF, LIT, PDB, etc.) and can be printed. (Day, 2001; McFall, 2005; Yıldırım et al., 2011; Snowhill, 2001). Rukancı and Anameriç (2003) assert that e-books have the potential to offer comparable levels of interaction as in-person instruction, contingent upon technological advancements. Students with varying learning styles may find it appealing, and they have the ability to customize their reading and learning pace. In addition, it is clear that because of its visual and audio elements, e-books could facilitate learning and teaching, make it more enjoyable and optimize the performance of learning.

The researcher has observed challenges with students' reading abilities. While some students are proficient readers, their lack of understanding prevents them from making connections with the text. In reading, students should be able to understand certain things, like information, word meaning, and the main idea and details, according to Utami (2017: 26). Students will readily grasp the text's content if they can understand them.

As stated by his 2019 thesis, "Students' Perception of Digital Texts Reading: A Case Study at the English Education Department of Universitas Kristen Indonesia," Benny Hinn Manalu conducted the second study. His study at UKI's English Education Department sought to investigate how students perceived reading printed or digital texts. More precisely, the goal of this study was to describe how students perceived their ability to read both printed and

digital texts for comprehension in the classroom. Based on the description above, this research will find out how "The Perception Students' of Using E-book can improve Reading Skill at English Study Program of Prof. Dr. Hazairin University, S.H. Bengkulu.

METHODOLOGY

Considering the purpose of this research, the researcher applied a descriptive qualitative method. It supported by Iqbal Hasan (2002: 22) which states that this descriptive qualitative method is used to systematically described the facts or characteristics of a particular population or field. Based on the definition above this research aim to describe the students' perception of e-book can improve their reading skill. The population of the students of English Study Program of University Prof. Dr. Hazairin, S.H. Bengkulu. There are as the population and for observation the samples are only 14 students consisted namely would participate in this research. The sample of this research only for 2nd and 4th semester students' which contained seven sample from second semester and 3 sample from fourth semester of English Study Program of University Prof. Dr. Hazairin, S.H. Bengkulu, that consist 10 students for the research.

FINDINGS AND DISCUSSION

Findings

Researchers utilized a divided questionnaire to collect accurate and valid data for this study, which also used a questionnaire to determine students' perceptions of the effectiveness of electronic books (E-books) in improving their reading skills. In this section, the researcher categorized the student questionnaires for each item that was distributed online.

Table. 1. Prefer to Learn English Reading Using The E-Book

	Items	Frequency	Percent
Valid	SA	5	50%
	A	2	20%
	N	1	10%
	D	2	20%
	SD	-	-
	Total	10	100%

Table.1. revealed that of the students, 2 (20%) selected disagree (DA), 1 (10%) selected neutral (N), 2 (20%) selected agree (A), and 5 (50%) selected strongly agree (SA). It indicates that the majority of students felt that learning English with an e-book was simple and easy.

Table.2.Ebook Helps Me Understand Reading English Lessons

	Items	Frequency	Percent
Valid	SA	3	30%
	A	5	50%
	N	1	10%
	D	1	10%
	SD	-	-
	Total	10	100%

Table.2. demonstrated that among the students, 1 (10%) selected disagree (DA), 1 (10%) selected neutral (N), 5 (50%) selected agree (A), and 3 (30%) selected strongly agree (SA). It indicates that the majority of students felt that the e-book made it easier for them to understand the reading English lessons.

Table.3. Ebook makes it easy for me to learn Reading in English

	Items	Frequency	Percent
Valid	SA	1	10%
	A	4	40%
	N	1	10%
	D	3	30%
	SD	1	10%
	Total	10	100%

Table.3. revealed that 10 percent of students selected strongly disagree (SD), 4 percent selected disagree (DA), 1 percent selected neutral (N), 3 percent selected agree (A), and 10 percent selected strongly agree (SA). It indicates that the majority of students thought that e-books were helpful in understanding Reading comprehension exercises in English.

Table. 4. I like learning Reading English using the E-book because can be opened anytime and anywhere

	Items	Frequency	Percent
Valid	SA	3	30%
	A	2	20%
	N	-	-
	D	4	40%
	SD	1	10%
	Total	10	100%

Table.4. revealed that among the students, 1 (10%) selected strongly disagree (SD), 4 (40%) selected disagree (DA), 2 (20%) selected agree (A), and 3 (30%) selected strongly agree (SA). It indicates that the majority of students had a neutral opinion of my preference for learning English through e-books, which can be opened anywhere, at any time.

Table.5. I Think the E-book is a Great Media for Learning Reading in English

	Items	Frequency	Percent
Valid	SA	3	30%
	A	1	10%
	N	2	20%
	D	4	40%
	SD	-	-
	Total	10	100%

Table.5. revealed that among the students, 4 (40%) selected disagree (D), 2 (20%) selected neutral (N), 1 (10%) selected agree (A), and 3 (30%) selected strongly agree (SA). It indicates that the majority of students held the unfavorable opinion that electronic books are excellent learning tools. Perusing in English.

Table.6. I Feel Relaxed Studying with the E-book

	Items	Frequency	Percent
	SA	2	20%
	A	4	40%
Valid	N	2	20%
	D	2	20%
	SD	-	-
	Total	10	100%

Table.6. revealed that 3 students (15%) selected strongly disagree (SD), 7 students (35%) selected disagree (D), 8 students (40%) selected neutral (N), 1 student (5%), selected agree (A), and 1 student (5%), selected strongly agree (SA). It indicates that the majority of students felt that using an e-book to study allowed them to study more comfortably.

Table.7. I am more diligent in learn Reading in English when using the E-book

	Items	Frequency	Percent
	SA	4	40%
	A	1	10%
Valid	N	1	10%
	D	3	30%
	SD	1	10%
	Total	10	100%

Table.7. revealed that among the students, 1 (10%) selected strongly disagree (SD), 3 (30%) selected disagree (D), 1 (10%) selected neutral (N), 1 (10%) selected agree (A), and 4 (40%) selected strongly agree (SA). It indicates that the majority of students thought I was a more committed learner. When using the e-book, reading in English.

Table.8. E-book can improve my Reading skills

	Items	Frequency	Percent
	SA	5	50%
	A	1	10%
Valid	N	1	10%
	D	2	20%
	SD	1	10%
	Total	10	100%

Table.8. revealed that among the students, 1 (10%) selected strongly disagree (SD), 2 (20%) selected disagree (D), 1 (10%) selected neutral (N), 1 (10%) selected agree (A), and 5 (50%) selected strongly agree (SA). It indicates that the majority of students believed that using an e-book could help them become better readers.

Table 4.9. What is the average number of e-books you read per week?

	Items	Frequency	Percent
	SA	-	-
	A	2	20%
Valid	N	2	20%
	D	5	50%
	SD	1	10%
	Total	10	100%

Table.9. revealed that among the students, 1 (10%) selected strongly disagree (SD), 5 (50%) selected disagree (D), 2 (20%) selected neutral (N), and 2 (20%) selected agree (A). It indicates that the majority of students believed negatively that How many e-books do you typically read each week?

Table.10. By Using The E-Book I Can Study Independently And Can Repeat Treading Material At Any Time

	Items	Frequency	Percent
	SA	1	10%
	A	3	30%
Valid	N	1	10%
	D	1	10%
	SD	4	40%
	Total	10	100%

Table.10. revealed that 3 students (15%) selected strongly disagree (SD), 7 students (35%) selected disagree (D), 8 students (40%) selected neutral (N), 1 student (5%), selected agree (A), and 1 student (5%), selected strongly agree (SA). It indicates that the majority of students believed negatively that I can study independently and go over the material again at any time by using the E-book.

Table.11. I don't like learning Reading with E-book

	Items	Frequency	Percent
	SA	-	-
	A	2	20%
Valid	N	1	10%
	D	3	30%
	SD	4	40%
	Total	10	100%

Table.11. revealed that of the students, 4 (40%) selected strongly disagree (SD), 3 (30%) selected disagree (D), 1 (10%) selected neutral (N), and 2 (20%) selected strongly agree (SA). It indicates that the majority of students held the unfavorable opinion that they disliked learning. Using an e-book to read.

Table.12. I Quickly Get Bored of Studying When Using The E-Book

	Items	Frequency	Percent
	SA	-	
	A	3	30%
Valid	N	3	30%
	D	3	30%
	SD	1	10%
	Total	10	100%

Table.12. revealed that among the students, 1 (10%) selected strongly disagree (SD), 3 (30%) selected disagree (SD), and 3 (30%) selected strongly agree (SA). It indicates that the majority of students held the unfavorable opinion that using an e-book to study causes them to become bored easily.

Table.13. I Find It Difficult To Understand The Material When Reading Using An E-Book

	Items	Frequency	Percent
	SA	1	10%
	A	5	50%
Valid	N	1	10%
	D	2	20%
	SD	1	10%
	Total	10	100%

Table.13. revealed that among the students, 1 (10%) selected strongly disagree (SD), 2 (20%) selected disagree (D), 1 (10%) selected neutral (N), 5 (50%) selected agree (A), and 1 (10%) selected strongly agree (SA). It indicates that the majority of students had a favorable impression of my difficulty understanding the content when reading an e-book.

Table.14. E-books can't improve my Reading skills

	Items	Frequency	Percent
	SA	3	30%
	A	3	30%
Valid	N	2	20%
	D	2	20%
	SD	-	-
	Total	10	100%

Table.14. revealed that among the students, 2 (15%) selected disagree (SD), 2 (20%) selected neutral (N), 3 (30%) selected agree (A), and 3 (30%) selected strongly agree (SA). This indicates that the majority of students held a favorable belief that e-books couldn't enhance their reading abilities.

Table 4.15. Reading activities using e-books have a very good impact on your reading skills

	Items	Frequency	Percent
	SA	1	10%
	A	1	10%
Valid	N	2	20%
	D	4	40%
	SD	2	20%
	Total	10	100%

Table.15. revealed that among the students, 2 (20%) selected strongly disagree (SD), 4 (40%) selected disagree (D), 2 (20%) selected neutral (N), 1 (10%) selected agree (A), and 1 (10%) selected strongly agree (SA). It indicates that the majority of students held the unfavorable opinion that engaging in e-book reading activities significantly improves reading comprehension.

Table.16. I do not like using the E-book because of network limitations when downloading it.

	Items	Frequency	Percent
	SA	1	10%
	A	2	20%
Valid	N	2	20%
	D	4	40%
	SD	1	10%
	Total	10	100%

Table.16. revealed that among the students, 1 (10%) selected strongly disagree (SD), 4 (40%) selected disagree (D), 2 (20%) selected neutral (N), 2 (20%) selected agree (A), and 1 (10%) selected strongly agree (SA). It indicates that the majority of students held the unfavorable opinion that I dislike using e-books due to network issues when downloading them.

Table.17. I find it difficult to use the E-book for reading

	Items	Frequency	Percent
	SA	1	10%
	A	1	10%
Valid	N	2	20%
	D	5	50%
	SD	1	10%
	Total	10	100%

Table.17. revealed that among the students, 1 (10%) selected strongly disagree (SD), 5 (50%) selected disagree (D), 2 (20%) selected neutral (N), 1 (10%) selected agree (A), and 1 (10%) selected strongly agree (SA). It indicates that the majority of students held the unfavorable opinion that I find it challenging to read from an e-book.

Table.18. I am less interested in using E-book and prefer printed books tostudy Reading

	Items	Frequency	Percent
	SA	-	-
	A	2	20%
Valid	N	3	30%
	D	2	20%
	SD	3	30%
	Total	10	100%

Table.18. revealed that 2 (20%) of the students selected agree (A), 3 (30%) selected neutral (N), 2 (20%) selected disagree (D), and 3 (30%) selected strongly disagree (SD). It indicates that the majority of students held the unfavorable opinion that I prefer reading printed books over e-books for academic purposes.

Table .19. I am lazy to study with the E-book because the explanation is difficult for me to understand

	Items	Frequency	Percent
	SA	1	10%
	A	1	10%
Valid	N	3	30%
	D	3	30%
	SD	-	-
	Total	10	100%

Table.19. revealed that among the students, 3 (30%) selected disagree (D), 3 (30%) selected neutral (N), 1 (10%) selected agree (A), and 1 (10%) selected strongly agree (SA). It indicates that the majority of students had a favorable impression of me because I find the explanations in the E-book to be difficult to understand.

Table .20. E-Books Do Not Improve My Reading Outcomes

	Items	Frequency	Percent
	SA	-	-
Valid	A	2	20%
	N	1	10%
	D	6	60%
	SD	1	10%
	Total	10	100%

Table.20. revealed that of the students, 1 (10%) selected strongly disagree (SD), 6 (60%) selected disagree (D), 1 (10%) selected neutral (N), and 2 (20%) selected agree (A). This indicates that a majority of students held the unfavorable belief that e-books do not enhance their reading performance. From 20 students total score questionnaire are 611 and total of the item are 10. So, the mean score :

$$x = \frac{\Sigma X}{N}$$

$$x = \frac{611}{10}$$

$$x = 61,1 = 61$$

Discussions

Using a sample or class of respondents, this study was carried out in semesters two and four at Prof. University, Dr. Hazairin S.H. Bengkulu. Finding out how students felt about using e-books to get better at reading was the aim of this study.

The first step in any learning process is always perception. The foundation of an individual's cognitive structure is perception. As a result, it is imperative that students present a positive image of what they will be taught. The goal of reading cannot be fulfilled if students have a poor or negative opinion of the material they will be reading. This will have an impact on the learning outcomes of the students.

As a result, perceptions of the use of e-books in English can be influenced by what students observe. There are instances when perception is negative and instances when it is positive. When students receive high-quality stimulation, they will perform well, which affects their reading outcomes. On the other hand, when students use e-books to read, poor reading outcomes will also occur if they have unfavorable perceptions or unpleasant stimuli.

There are three different kinds of perceptions in this study: neutral, negative, and positive perceptions. According to the study's findings, students' opinions about reading e-books to advance their reading abilities were essentially neutral. This can be seen from the 10 statements in the research questionnaire, there are 11 negative statements and 9 positive statements, and 1 neutral from the questionnaire and the average score is 61 which from the perception score according to (Best, W, John in Fitriani 2010) the score is 61 -80 including neutral perception.

When it comes to reading electronic books, students have an unbiased opinion of them. This is a result of their continued usage of printed books as opposed to electronic books. Additionally, students believe that e-books don't really help them understand and that they don't read much when they use them. Furthermore, because learning materials can be saved on devices and accessed at any time and location, most students are too sluggish to use e-books for their studies and are instead overly preoccupied with reading printed books. This is because e-books' explanations can be confusing. In order to indicate that they disagreed with the

statements made in the questionnaire, students also reported that they did not feel at ease when reading electronic books.

Additionally, students seem to think that printed books are preferable to e-books when it comes to learning to read. The majority of students also expressed the opinion that they disagreed with the idea that e-books could help students become more fluent in English, and they felt that e-books could not be used as a tool for repeating reading assignments and independent study. Furthermore, the data's findings indicate that students would rather read from widely used print books than from electronic ones, despite the latter being less convenient to use and carry. Thus, it can be said that students have a neutral opinion about using e-books to get better at reading.

Therefore, it can be concluded that students' perceptions of the use of e-books to improve students' reading skills are neutral. This data is obtained from valid calculations based on the answers to the questionnaire via google form.

CONCLUSION AND SUGGESTION

Ten students received an average score of 61 out of all participants in the study on students' perceptions of Ebooks' ability to improve their reading skills. It was included in the perception of the neutral category based on this value. Students still believe that e-books cannot help them improve their English reading skills, even though they also believe that e-books can help them read more fluently. This neutral view of e-books as a tool for learning has nothing to do with their lack of confidence in using e-books as a teaching tool. They believe that e-books haven't done much to help them become better readers of English, nor have they made it any simpler for them to read on their own and efficiently.

Additionally, the students struggle to comprehend reading when they use e-books as a source of reference to get better at reading. E-books still fall short in many respects for people who do not yet understand how important it is to use devices that serve as media to advance their reading abilities. Because they are not accustomed to using e-books, students are still reluctant to use them. In order for students to use smartphones for study, they must be inspired to be interested in using e-books as an independent learning tool that allows them to revisit previously studied material at any time and from any location.

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