AN ANALYSIS OF STUDENTS PERCEPTION ON THE USE OF E-READER APPLICATION IN LEARNING READING
(A Descriptive Qualitative Study at SMAN 16 Gowa)

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Article Info	Abstract
	This research aimed to find out the effect of E-book Reader application on students' reading comprehension at the second grade of SMAN 16 Gowa. The researcher applied descriptive qualitative research design. The subject of this research was 25 students. The result of this research showed that there were five positive effects by used E-book Reader application were E-book Reader application makes the students read more effectively, E-book Reader application makes easier for students to identify reading structures and main idea, E-book Reader application make students easier to read by using the features available, E-book Reader application makes students enthusiastic in reading and the last by using E-book Reader application the students save time and place. Type the abstract here (10pt). Abstract, which comprised of approximately 250 words, provides a brief description of problems, aims, the method used, and results. It emphasizes research results in which written in single line spacing with left and right margin are 0.5 cm narrower than the main text. 4 to 5 keywords must be written to describe the research scope observed, as well as the main terms undergirding the research. These keywords can be single and/or combined words.

INTRODUCTION

Nowadays, the roles of language are truly needed, especially English as an international language because much information is published and informed in English. If people do not master English, they will not be able to access the information through mass media or electronic media which most global information is informed through them. Moreover, most profession insists the applicants to master English. Therefore, if Indonesian students are not capable of mastering English as soon as possible they will be left behind by another country. As a result, they are not able to face the globalization era because the competition is so tight. Consequently, it will be a horrible situation for this country.

Give the students a text and expect that they will understand thoroughly, preferably using skills that extend to each student. Teaching reading comprehension to students is an obligation and is one of the skills they must have. The use of these tricks can makes students

more successful in their reading and comprehension skills, when they already understand and have good skills in narrative structure and can and can be aware of that appealing need.

One way to determine low-level language skills is by using an E-reader. E-readers are electronic devices that display text for instance a book, PDF files, word document, and other sundry of text models. Created to deliver readable text over a continuous period "they also use e-Ink" displays do not exude radiation and aim to attain a degree of text purity and legibility similar to the paper. Griffey (2012) explains, "E-readers used E Ink technology at the top of their hype in 2010". With this new technological blast, the conversation about *"what is a book"* naturally arose by Kircz, 2010. Append to this discussion, by Kircz (2010), "asks the question 'does digitalization change what is actually in books?'. Responding to this, Kircz (2010) defines books as" exchange the ideas of authority in social discovery "emphasizes that digital development brought by e-book readers has changed what is contained in a book.

Objective of teaching reading comprehension is that the students are expected to have more skills to understand the text. Besides, the students are expected to be able to find the main message in the text. The students also would be able to understand the information that they get after reading. The students are expected to be able to find ideas from different parts of the text that they have read. The students are expected to comprehend a text by linking events in the text to events of their real life. Now days E-book reader has been very common to be used for educational purposes. Morever, the pandemic era has made such application useful to support the online teaching and learning in the classroom. One of the schools that has employed this application is SMAN 16 Gowa where the researcher conducted her internship program. From the preliminary observation, the reseacher found out that the second grade of science classes has been using this application to learn reading since the previous semester. The teacher also claimed that this E-reader application helped the students in their reading sessions. Based on the problem statement, the objective of this research is to find out the effect of an E-book reader on students' reading comprehension.

LITERATURE REVIEW

Firstly, Nance (2013) entitled *"Pedagogical Applications and Social Effects of Mobile Technology Integration"* this research he found that One of the strategies that has potential to help students learn complex skills such as in the 21st century in the development of learners who are a global society, innovate, collaborate with fellow and have critical thinking is the E-reader. However, it is not enough just technology such as E-reader as text processing.

The ever-changing electronic reader requires metacognitive teachers because this model requires teachers to place themselves in the middle of a pedagogical framework, which is very complex in its development and application. Metacognitive teachers are faced with content knowledge, pedagogical, technological, and also student knowledge.

Third, Picton (2014) found that the most important part in student literacy learning is the use of electronic texts that need to be realized, because there is an increase in students'

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enjoyment of reading with the features provided from year to year. Found many features that can be used when reading using an e-book, such as viewing the entire page, flipping the screen, changing text letters and others. Fourth, Marrone (2015) suggested that e-books are more appealing than traditional print books and as an equally appealing, if not more appealing to students than educational apps. By the end of the study, all students were fluently reading books at least one guided reading level higher. The results from this study showed that students benefited from the combination of e-books and traditional storybooks, with this method resulting in increased fluency and comprehension among readers.

In addition, Anderson (2018) captured from the experiences of students using E-readers to read independently. They feel that reading using an E-reader is actually easier and more enjoyable than reading traditional books. It can be seen with ease such as when accessing text, viewing text, maintaining a place when reading, turning pages, and interacting with text so that students are motivated to read, feel more confident and successful in choosing their reading books, and read more. The result is E-readers tend to offer students to choose and access reading material, they can read anywhere and anytime, and interact with others about the context in reading more openly. Students tend to be involved in activities that they consider easy and make them feel successful when doing these activities, more students choose to read, greater chances of proficiency in reading and achievement. This study extends the findings of previous studies examining E-reader use and provides missing pieces regarding the impact of different readers on their reading behavior.

Previous research has compared the effect of using print books and e-book, the effect of enhanced e-book, the impact of e-books on the reading motivation and reading skills of children and young people, the effects of electronic books on the reading experience of first grade students. In this research focus on what is the effect of using e-book reader in the classroom.

It was emphasized E-readers using E Ink technology were at the peak of their hype in 2010. With the development of this new technology, the discussion about "what is a book" naturally also emerged. Strengthened by the debate, Wischenbart (2008), as quoted by, asked the comment "whether digitalization has turned what is actually on the book". Technology provides readers a more effective way to interact with text, and makes the reading experience more personal.

E-reader is electronic device that provides digitals text such as book and Portable Document Files (PDF). A device planned to show readers a lot of text, E-readers present but does not change or improve the text that is being read. A reader can easily use features such as searching for text by keyword, selecting bookmarks, their notes, flipping through the pages to find bullet points or main ideas. E-readers contain as much text as can be downloaded by readers while printed books are packaged in one text. The e-reader has many features that serve as a tool for surfing the Web, reading book or PDF, and preparing presentation materials.

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There are so many kinds of E-Readers that are *E-Reader Prestigio:book reader, Moon+Reader, ebook Reader and PDF Reader, Ebook Droid* and etc. This research focus discuss about E-book reader application as a recommendation from a teacher in the school. This application is a new look of e-book reader.

METHODS

This research applied the descriptive qualitative design. Bogdan and Biklen (2003) Qualitative research is research that produces descriptive data in the form of words or oral from people and observed behavior. In this connection, further study of the conversations of young people is related to variations in informal speech languages. Theoretically, the use of language diversity among adolescents. This can be seen from the activities of adolescents in a variety of languages that can be used for a variety of language variations, because this research is a qualitative descriptive study, which is to make descriptive of facts and facts about the facts proposed.

From some of opinions above it concluded from a qualitative method proposed to discuss phenomena about what is discussed by the research subject by regarding a motivation, an action etc. A qualitative method that used natural setting to describes the factual phenomenon. Thus, it investigates the data by conducting interviews and questionnaires in order to observe the use of e-book reader application.

To collect the data, follows the following procedures:

a. The researcher makes a WhatsApp group to explain the process of the research.
b. The researcher set the time for an interview, the research determines deal the students agree.
c. The researcher interviews the students individually. Then the results of the interview used by the researcher as a reference to determining the final results of research.
d. The researcher gave instructions on how to answer the question in the questionnaire by using google form.
e. The researcher checks the students' submission to made sure that all the students sent the files back.

Instrument

The researcher chooses two instruments in collecting all the data, they are interview and questionnaire.

1. Interview

    Then to complete the data needed, the researcher conducted an interview with the subject. The researcher used an Open-ended interview and conducted by using WhatsApp application. There are 11 questions adapted from the process of interview had recorded.

2. Questionnaire

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Ary (2006) stated that questionnaire can be applied to collect information from groups of subjects in research. The questionnaire is used to collect data about students' reading comprehension. The researcher will use close-ended question. Close-ended questions are questions that do not allow for various response options. Close-ended questions expect a particular answer. The answers to close-ended questions are limited and require certain answers. The researcher prepared 8 questions and the students ordered gave the answer toward the prepared questionnaire.

Data Analysis

Based on Miles and Huberman (2019) there are three steps in analyzing data, namely reduction data, display the data and conclusion drawing. The components of the analysis are interrelated throughout the research process.

a. Data Reduction

Reduction is the process of selecting, focusing, simplifying and abstracting the data. According to Miles and Huberman (2019), data reduction can be interpreted as a process of selection, simplification, and transformation of data into field notes. There are many data to collect from the interview and questionnaire. The data reduction will do by summarizing the raw data that we will get from interviews and questionnaires. Then, the next thing is the researcher will be finding the data which is related with objectives of research.

b. Data Display

The next component is analyzing data. A display of the data is a descriptive of the data. Data display is a set of information which has been classified and organized based on the data reduction which leads to conclusion (Miles and Huberman, 2019). This technique is used in organizing information, description or narration to draw conclusions. By presenting data, the researcher considers what needs to be done, in addition, the researcher can make an analysis or take other actions based on his understanding in the form of narration. In addition, the researcher made the analysis or took the order action-based on researcher understanding. The researcher displayed the data then described it. After describing the data, the researcher will make analysis of the data.

c. Conclusion Drawing

The last activity is drawing conclusions. This stage shows the final results of the study. It consists of conclusion and verification. The researcher draws the conclusion and interpretation related to the data.

RESULT AND DISCUSSION

The result of data analysis indicated there were the effects of E-book Reader application on students' reading comprehension. The researcher conducted interviews and

questionnaires to obtain more accured and valid data collection about the effect of E-book reader application on students' reading comprehension at second grade of SMA 16 Gowa. The researcher created whatsapp group, and sent a document file containing a list of interview questions for the students. The researcher asked the students to answer 11 questions and set the time for an interview. The researcher conducted interview for several days by using whatsapp application individually. First interview conducted on April 21th, 2021 individually by using Whatsapp application. Although the student has been using the application since previous semester, this was from the preliminary observation and the teacher also claimed this application helped the students in their reading section.

After completing the interview, the researcher gave the students instruction to open the link of questionnaire and then fill out the google form. The researcher checks the students' submission to made sure all students send the files back and it took several days to collect the data questionnaire. The results of questionnaire appear on the figures in the appendix.

Based on drawing conclusion on students' interview and questionnaire showed that most of students has positive statement and responses about E-book Reader application helpful the students on learning reading in the classroom because it gave benefits for them. From 25 subjects of the research, most of students very satisfied using E-book Reader application and the rest of students satisfied to some extent, so this application has positive effects for the students on learning reading in the classroom.

Based on the data analysis the researcher found that there were five points of E-book Reader's effects on students' reading comprehension, it decribes below:

1. **E-book reader application makes easier for students to identify reading structures and main idea**

    The result of data analysis showed that the students easy to identify reading structure and main idea in the text because the application has navigation through a book display the number of book pages and pages separated from the reading chapter and the students could sort the documents or book based on the name, file name, date, read time etc. Supporting the data, student C said:

    > "*After using the e-book reader, many things have changed, such as I understand more about the structure of the reading in a sentence and also know good readings and genres in my opinion and interesting to read*"

    Student A strengthens students C responses that:

    > "*Yes, the e-book reader helps me to identify the main idea and main details of the text or e-book that I am reading.*"

    Based on data questionnaire showed that half of choose easy to read, and other students choose neither easy or difficult and choose very easy, so mostly has positive responses. (*figure 4.4*)

    Based on drawing conclusion of students' answer showed that students easy to understand the material that is being read by using E-book Reader application. Helped the students because there were many files can be read through this

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application and this application was easy to used and uncomplicated. It seen in the interview student A said:

> *"Honestly, after knowing and using the e-book reader application, my learning method, namely how to learn to read, can be more effective and easier to understand and to learn and good and interesting features make me enthusiastic about learning in my activities reading."*

Supporting the data, student B admitted:

> *"The impression I got when I first read on the e-book reader was: this application can help me to read."*

Besides that, from data questionnaire showed that most of students choose very helpful and the other students choose useful to some extent, so it was supporting data interview that the effects of E-book Reader application was helped the students in reading process and students read comfortable without any trouble then the students said that it's effective for them *(figure 4.5)*

2. **E-book reader application make the students easier to read by using the features available**

   The features that exist in E-book Reader were one of the advantages it has and made students more enthusiastic in reading a book. From the results of the interviews most students were satisfied with the features available in the application. The students can read book or document in any types such as, Microsoft Word documents, PDF files, archives in one application. Transferring files to E-book Reader application automatically, if there is a new book or files that students had download directly on the application. The application also has easy navigations through folders and downloads. Based on interview, student A claimed:

   > *"In my opinion, the existence of an e-book reader makes it very easy for me to read a reading / E-book, I can say that hearing its complete features"*

   Supported the data, student E revealed:

   > *"Transferring files to an e-book reader is very easy. for me it's not difficult."*

   Besides that, to strengthen the data above, from questionnaire showed that material in E-book Reader application easy to read. Most of students' answer easy to read and there is no student answer it's difficult for them.

3. **E-book reader application makes students enthusiastic in reading**

   Based on the interview most of students said that they were enthusiastic in reading. This application attracts their attention to read diligently because the application was practical, easy to access because there is no registration and the student can use the application offline. The application was light, so it easy for the students to download it on play store or app store in all type mobile phones or tablets.

   To supporting the data, student A admitted:

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> *"So far I have had a lot of experience while using the e-book reader both on reading comprehension and also the easy and easy use of the application and have benefits from using this application, namely understanding the material and learning that I face in the school environment or outside the school environment."*

The data supported, student A said that:

> *"For now, I haven't had any difficulties using the e-book reader because the application is very practical and easy. I Have not had any trouble since using the E-book reader."*

4. **By using E-book Reader application the students save time and book collection**

Based on the interview, the researcher found that this application very helpful for the students because save time and place. They can used the application in their leisure time so that students' daily lives become productive by reading a lot of books or document and it help student read faster. The students not only read book in the library or in the classroom but they can read everywhere by using their phone or tablet.

The Collections' tool (bookshelves) allows creating personal thematic collections. Books and documents can be added to one or several collections at the same time. The place where they can store their book collection so the students do not have to worry about losing their books and buying new ones. The students also do not have to carry books everywhere with this application. It is supported from students' statement:

> *"Having an e-book saves time and space. The place where we store our book collection. In time, we don't need to save books because we are worried about having to buy new ones if the book collection is lost.*

Student D also revealed:

> *"Yes, because e-books make it easier for me (to study or read) anytime and anywhere"*

Based on data questionnaire figure 4.3 showed that almost the students used this application except public places (library, school, public transportation etc)

CONCLUSION

The data obtained from the interview and questionnaire showed that most of students had positive effects by using E-book Reader application in reading. Therefore, researcher can conclude at second grade students of SMAN 16 Gowa had positive effect on their reading comprehension in the classroom. The application helped them to better on reading comprehension, identifying the main idea in the paragraph, active in reading, reading effectively, practical and easy to used. It showed that the application bring many positive effects to their reading comprehension. The researcher believes that with all the positive effects they got bring them to a good future.

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