

## CHAPTER I

### INTRODUCTION

This chapter illustrates the main content of this research including the background, research question, research purposes, research significances, and rationale.

#### **A. Background of Study**

Today, student integrating technology as a tool while achievement is a common focus on raising. Digital technologies are becoming essential instructional tools and being used in school by children of all ages.

According to Kosakiewicz (2017), digital tools are being used widely in classrooms as well as for assignments. The usage of e-readers, tablet computers, and cell phones enables students to complete assignments as well as lookup information. Additional technology-based learning devices include books, audio and visual media, computers, interactive whiteboards, and mobile devices, several of which incorporate digital text.

Reading is an important skill that has an important contribution to the success of learning language. According to Nuttal cited in Alberti (2014), reading is an activity that is essentially concerned with the transfer of meaning from mind to mind, a message from a writer to a reader. To get the new information reading the text needs to be comprehension and understand the context of the texts.

Based on the preliminary observation and interview with the English teacher in Islamic senior high school of boarding Islam foundation ( Ma Ypi Cikujang) The students are

less interested in reading text as they lack of vocabulary, they are difficult to understand English text including narrative text. Generally, if the teacher used appropriate media, the students would be understanding the material easily. However, the students found some difficulties to comprehend English text. Therefore, the researcher offers reading digital text as a medium.

Taking into recent problems above, interest in reading or reading culture must be increased within Indonesian community, given the importance of growing reading culture the government has organized a school literacy movement. Digital book can be one solution as an alternative learning media to foster interest in reading, especially in the world of education. (Ruddamayanti :2019). The use of media expected make students easy to access any source to develop their reading comprehension and easy to find reference. The attractiveness and various advantages of digital books are able to foster interest in reading so students literacy skills are increasing.

Before conducting the research there are three previous studies about digital text have been conducted. First is by Evans (2007) A break in the transaction: Examining Student's responses to digital text .this study explores the roots of that disjuncture and the pedagogical implications when instructors incorporate digital texts that arise into classrooms composition. Second is by Marzano (2013) The use of ebooks in education to improve learning. Third is by (Hahnel et al., 2017) Reading

digital text involves working memory updating based on task characteristics and reader behavior

However, this research is different from previous research. While previous studies focused on disjuncture and the pedagogical implications task characteristics and reader behavior. While this research focuses on Students Response on using e-book in promoting literacy movement on Reading comprehension. The use of media is expected to be a solution and help the students to develop reading comprehension. They are valuable resources because they provide shared classroom experience, a need for common language forms to use in the classroom, a variety of tasks, and focus of interest for students. This research investigates Students Response on using digital text( E-book) by qualitative approach, besides the previous study used a quantitative approach.

This research conducts in MA YPI CIKIJANG. Thus, from the background explanation above, this research intends to find out “Students' Response on using digital text (E-book) in Promoting Literacy Movement”.

Referring to some previous explanations above, this research is taken comprehensively with the title “Students' Response on Using E-book in Promoting Literacy Movement”

## **B. Research Questions**

Based on the description above, this research is focused on answering the following questions :

1. How is E-book applied in School Literacy Movement ?
2. What are the Students' Responses on using E-book to Promote Literacy Movement?

3. What kinds of barriers are encountered by the students in Reading E-book?

### **C. Research Purposes**

Based on the questions formulated above, the purposes of the study are:

1. To describe how is E-book applied in School Literacy Movement?
2. To describe the students' response on using E-book to Promote Literacy Movement?
3. To find out the barriers encountered by Students reading narrative text.

### **D. The Significances of the Research**

This study provides an alternative learning media, especially in reading comprehension. Teachers can use this approach to make the learning process more creative. This research is expected to provide practical and theoretical benefits.

#### **1. Theoretical Significances**

Theoretically, the result of the study is expected useful in completing the study of knowledge, especially in the English education department about teaching reading comprehension. And also can be used as a reference for other researchers on the digital text and helping the teacher to find out the appropriate media in teaching their students in understanding the text especially in reading English text.

#### **2. Practical Significances**

The result of the study can be beneficial for the English teachers, especially in the place of a researcher doing the research, to enrich the knowledge of the ways in improving student's interest in reading comprehension especially using e-text or e-book. It is also supposed can be used as an input for teachers; especially the English teachers, the headmasters, and all people who are involved and responsible for developing the quality of education for adolescents In addition, it can be used for the researchers as the basis for conducting further research.

#### **E. Limitation of the Research**

Based on identification of the problem above, this research focuses on the implementation of e-book to promote school literacy movement as the source of reading text for the students.

#### **F. Theoretical Framework**

Reading is not just translating. Reading relates to the comprehension and thinking process to get the meaning of the text. Snow (2002) (cited in Apriltya, Regina & Arifin 2015) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction with written language. Reading is thinking, students need to have comprehension. The readers construct the meaning and try to get the information presented in a text.

According to Sullivan (2015), Reading is an important part of learning and education and becomes increasingly essential as learners progress from learning to read to reading to learn. An essential element of what students do when they read to learn is text comprehension, which is the ability of the reader to construct a meaningful interpretation of the text.

Grabe (2009) (cited in Suryani 2015) states that Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education). Some teachers often use texts or books as media to deliver material of a subject in the classroom. Furthermore, the students asks to read the texts to grab information in order that they could understand the material.

Hyperlinked digital texts can be defined as the linking of sections, or nodes, of digital text in a nonlinear way by means of semantic links. Barkeley et .al (2015) argue that some digital features are intended to support student comprehension by providing access to the text in a digital format. The conversion of printed text to a digital format provides students with basic access to the text by helping students to overcome some of the barriers of paper format. These basic access features, such as electronic format and text-to-speech, are included within a new provision of the Individuals with Disabilities Education Act that requires that accessible instructional materials be provided in a timely manner to students with print-related disabilities so

they may successfully participate in the general education curriculum. In addition to students with visual impairments and blindness and students with physical disabilities, students with LD qualify for and may benefit from these accessible instructional materials.

Julian (2018) Digital texts encourage behaviors such as skimming and keyword seeking. This method as a way to manage information overload that use by many readers. Even digital text characteristics such as the layout of the text on the screen and the backlight from the device can create an environment that makes skimming easier and more desirable than deep reading, However, the deep reading needed for learning requires students to ask questions and search the text to answer them and to build connections between their previous learning and the ideas found in the text. Digital texts are uniquely positioned to assist someone willing to dig deep into a topic.

#### **G. Previous Research**

There are some previous research related to digital texts. Some previous research are presented below :

Evans (2007) a break in the transaction: Examining Student's responses to digital text. This study fills a gap in the literature on the use of digital texts by focusing upon students' reactions to and experiences of digital narratives, revealing the crucial disjuncture when the students moving from print to digital narratives. Using Rosenblatt's theory of the transactional relationship between reader and text, this study explores the roots of that disjuncture and considers the pedagogical

implications of attempting to create connections between students' experiences of digital texts in and out of the classroom.

Marzano (2013) the use of ebooks in education to improve learning. In the search 11 teachers (primary school and secondary school grade) and 89 students (68 of 11 years attending the first class of the secondary school of first instance and 21 of 9 years attending the fourth class of primary school) were involved. Two questionnaires were administered to educators and to students in order to acquire the information consistent with the objectives of the research and the results have corroborated the initial hypothesis. The use of the ebook has positive influence on the design of teaching activities mainly geared to encourage interactivity on the one hand between the individual student and the contents of knowledge and, on the other hand, to facilitate the interaction between the pupils themselves. We should also verify how students' motivation is greatly improve with positive repercussions in terms of quality of learning.

(Alisaari et al., 2018) Reading Comprehension in digital and printed Texts. This study explore students' reading comprehension using printed text and digital text. The results indicated that performance was similar for printed text and digital text, even when gender, decoding skills, preference for school tasks on paper, screen, or both, and self-concept as a reader and computer user were controlled for. Regardless of the reading medium, students with better decoding skills and a higher self-concept as a reader performed better,

boys outperformed girls, and students equally willing to study with books and computers outperformed students who preferred computers. The results of this study highlight the benefits of flexible use of both printed texts and digital texts for reading comprehension. As students are getting as used to studying via computers as they are to studying from books, the emphasis on the medium of studying seems to become less important. The topic of this study is of great relevance in a modern school context where ICT use has become a part of daily schoolwork worldwide (Hahnel et al., 2017) reading text involves brain working memory updating based on task characteristics and reader behavior. This study aims at investigating how individual differences in students' skills in comprehending digital text can be explained by their navigation behavior and various underlying skills.

These effects were expected to be mediated by navigation behavior. We hypothesized that basic computer skills and evaluating online information would explain performance in digital reading above and beyond reading skills measured with linear texts.

Students' navigation behavior was operationalized by their selection of task-relevant hypertext pages; students' abilities in terms of reading linear texts, dealing with computer interfaces more generally, and evaluating the usefulness of online information were considered as underlying skills.

Based on those previous studies e-text or electronic book is one of alternative media to find the students' response

on using e-book in reading narrative text, so the materials present with it.

This study has the same topic about reading digital text as other studies from (Evans 2007:, Marzano 2013:, Alisaari et al., 2018) . When Evans 2007) focusing upon students' reactions to and experiences of digital narratives, revealing the crucial disjuncture when the students moving from print to digital narratives. Marzano (2013) focus on the use of ebooks in education to improve learning. and (Alisaari et al., 2018) (Alisaari et al., 2018) Reading Comprehension in digital and printed Texts. This study explore students' reading comprehension using printed text and digital text.

However, this research has a different focus, and objects of the research is the student that have problem in reading English text especially reading narrative text. This research focus on students' response on using e-book or e-text in promoting literacy movement. This research was conducted in 6 students of the first grae of MA Ypi cikujang pacet-West Java, Indonesia. In this research, the researcher conducts data from the questionnaire, interview, and document analysis while the reading a previous study by Marzano (2013) conducting data only questionnaire, and also the previous studies focus on general English education in improve learning, while this research only in prompting literacy movement. The study by Marzano (2013) used qualitative approach it is the same as the previous studies.