CHAPTER I

INTRODUCTION

In this chapter, the researcher would like to present background of the study, problem of the study, the objective of the study, the scope of the study, and the significance of the study.

1.1 Background of the Study

Attitude is about a person's feelings or behaviour towards something. Some attitudes are negative, and some are positive. It depends on how a person responds to it. Youssef (2012), an attitude is a general feeling (varying from positive or negative) or appraisal (good or poor) of oneself, other people, things, or events. Attitudes are not just actions or reactions to things. It is also an assessment or character building towards oneself. The attitude of students at school is influenced by the learning process taught by the teacher; therefore, the method utilized has a huge influence on their attitude, especially when reading.

Reading is an effective tool for lifelong learning, improve one's life quality and connect with others (Igbokwe et al., 2012). Reading improves the quality of life by providing experience and increasing motivation, particularly in language study. It will also provide a wealth of information. Students' enthusiasm and confidence rise when they pick the text, resulting in a more positive attitude towards reading and studying languages, additionally making them better language users (Blair, 2009). Furthermore, reading has its own challenges. This is done in addition to focus understanding, but also to feel indirectly about the current situation.

According to Lawal (2008) A reading society is defined by recognizing the enormous benefit of reading in the current rapidly complicated and unpredictable world. It can be concluded that reading is an important activity to improve the quality of self, able to present a positive attitude and can raise awareness of the values of reading which is rarely obtained by today's society because it continues to be faced with technological sophistication.

The Ministry of Education and Culture's Education Research Centre determined in the INAP and AKSI programs that the proportion of Indonesian students' reading outcomes is only 47.11%, which is categorized as sufficient (2016). The predicament This demonstrates that students reading abilities in Indonesia are still very low and need to be improved. The aim of Indonesia becoming an advanced nation is certainly tough to realize if its population's reading interest remains relatively low. Reading interest may be developed from a young age in the home and school setting. According to certain research, the following reasons contribute to Indonesians' poor interest in reading: According to Muslimin, (2018), there is a lack of reading resources, a poor classroom atmosphere, and a scarcity of reading materials.

Further research from Ruslan & Wibayanti (2019). The importance of increasing students' interest in reading. This study aims to seek students' interest in reading guided by the teacher. The results of the research lack of student interest in reading because students feel lazy and bored reading books. The teacher's role at school is as a facilitator, motivator, guide, and encourage students in the learning process so that it can take place effectively (Ibrahim & Ishartiwi, 2017). Thus, as a

teacher, must be able to provide understanding and do anything to make students love to read. One of them is the use of sophisticated technology now not only able to increase interest but also can be a medium in learning.

Mobile device reading has grown after the worldwide COVID-19 (coronavirus) pandemic began in 2020. Online reading, particularly reading on mobile devices, is increasing significantly in many nations, while traditional book sales are declining rapidly as a result of the lockdown and social isolation (Global English Editing, 2020). The rapid development of technology now makes everyone spend a lot of time playing on smartphones and the internet. In addition, since Covid-19, everything is internet-based so that in the scope of education it is no stranger to learning online via smartphones and laptops. Learning in schools that are usually through printed books must switch to the internet changes require mental and emotional readiness because they must adapt again, especially reading. To develop an interest in and understanding of reading, students not only learn through printed books but also use existing technology such as e-books (Electronic Books).

Technology has evolved into a valuable and vital instrument for gaining knowledge, and electronic books are one sort of technological device that has many characteristics that can drive students to increase their learning ability. The definition of "e-book" means to a book-based text identical to a printed book, but in a digital format and viewable on a computer's screen (Al-Arishi & Askool, 2003). E-books are therefore described as "digitally encoded texts that can be viewed by

electronic devices (Wexelbaum et al., 2011) or a digital version of a paper book (Siegenthaler Lic Phil et al., 2010).

E-books can include a huge quantity of text-based material as well as digital graphics, interactive visuals, video chains, audio recordings, and text-complementary noises. E-books are not subject to any printing regulations. The cost of duplicating e-books is insignificant when compared with the expense of printing and packing paper books. To effectively read e-books, you must first install an e-book reading device, such as an e-reader, and programs that can do text searches and give links, expert advice, and an online dictionary (Al-Arishi & Askool, 2003). Whereas e-books have been available for a long time, various reasons, including the quick development in usability, the low cost of e-readers and mobile devices, and the rise of high-speed networks, have all led to the vast e-book ownership that exists currently (Picton, 2014).

In the context of achieving an interest in digital reading, the role of attitude as an internal student factor is very decisive. This internal factor of student attitudes must be a serious concern in the digital reading process, especially e-books for students. Students who have a more positive reading attitude will be more motivated to do reading activities. Furthermore, positive attitudes toward reading were consistently found to be related to achieving good reading learning achievement, and encouraging more reading frequency.

If reading activity is associated with the attitude function as knowledge, then students will have a positive attitude towards reading if students are motivated

within themselves to have a strong interest in wanting to know, want to gain reasoning, and want to organize their experience to understand a reading text. His positive attitude towards reading allows students to schematize and structure reading sources so that students gain a rational and comprehensive understanding. Attitudes towards reading will be consistent, if there is no disagreement between the aspects of cognition, effect, and behaviour in the reading process, and can be constructed according to student development and aspects that play a role in reading ability.

Some previous studies by Rusmanayanti & Hanafi (2018) used e-books in learning and the focus is on the impact and comparison between printed books and e-books or computer-based. The focus is also on students who are already accustomed to the use of mobile phones in universities. Where e-books can facilitate them and reduce stress, but every advantage also has disadvantages. E-books have not been able to help them prepare for exams so they still need printed books. Therefore, what if the use of e-books is done at the student level in schools.

Based on the background explanation above, reading interest is emotionally related, and behaviour where it is a component of attitude. Therefore, that researchers want to focus and find out how students' attitudes toward learning to read in English at school using e-books. The researchers will conduct research at the high school level with the title "THE STUDENTS' ATTITUDE TOWARD READING E-BOOKS AT SMA ISTIQOMAH MUHAMMADIYAH SAMARINDA".

1.2 The Problems of the Study

Based on the previous background, this study intends to find out the following questions:

How are the students' attitude toward reading e-books at SMA Istiqomah Muhammadiyah Samarinda?

1.3 The Objectives of the Study

Based on the background above, the researcher can formulate the objective in this study, as follows:

To investigate what the students' attitudes toward reading on e-books.

1.4 The Scope and Limitation of the Study

The scope of this study is intended for eleventh-grade students at SMA Istiqamah Muhammadiyah Samarinda. This study focuses on two variables, student attitudes as the dependent variable and reading using e-books as the independent variable. The limitation of this study is to investigate the attitude of students who read using e-books.

1.5 The Significance of the Study

The study is important because it highlights the value of e-books as a tool for learning using new technologies, particularly portable and mobile devices, and applications. It also sheds light on how students feel about a technological advancement that could reduce the weight of traditional books, storage requirements, and environmental effects. For teachers, it can be used

as a new alternative for learning at school so that the teaching and learning process develops along with the development of technology now. For future researchers, it can be used as reference material to add sources or learning materials in schools that do not only learn through printed books.